

School and Community

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CONTENTS

FEATURES

Visiting Teacher Gets Results	55
Classroom Teachers Annual Conference	56
Campaigns—Some Practical Suggestions	57
Survey Committee Approves Bills	58
The Teacher and Speech Correction	60
The Core Curriculum Will Work	62
Principals are Important People!	64
Harold E. Moore Named Superintendent Kansas City	66
The Diversified Occupations Program	67
Use Gym Methods in the Classroom	68
Progress Report on Bunker Hill	70
Administrators and School Board Groups to Meet	70
A Bill to License and Regulate Private Schools	72
What Do We Teach?	72
Poem—Red Bird	72
Poem—Lamentations!	74
Travel Plans for 1948	76
Backward Children	94
Charles A. Roberts Gymnasium-Cafeteria	

DEPARTMENTS

Secretary's Page	69
State Department Page	71
M. S. T. A. Committees	79
Items of Interest	80
Teaching Aids	91
Necrology	92
Important Events	93
YOURS . . . for the asking	94
Cover Picture	95
Editorial Page	96

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FEBRUARY, 1948

51



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MISSOURI STATE TEACHERS ASSOCIATION

COLUMBIA, MISSOURI

Visiting Teacher Gets Results

JANET RUSSELL

A DILAPIDATED old automobile pulled to a stop in the barnyard of a farm in the back country of Hall County, Georgia. A slender, attractive woman slipped out.

She approached the barefoot twelve-year-old boy who had watched her arrival and asked him to lead her to his grandfather, the head of the farm household. They found the old farmer in a cornfield cutting corn tops. She stood watching him for a few minutes, then commented on the fodder and on the local feed situation. He kept on cutting corn tops without replying. He knew full well she had come to insist that he put his grandson in school, and he was having none of it.

"You've Got Some Sense"

She glanced quickly about the place and noticed a horse grazing nearby. She launched a conversation about livestock, but the conversation still was entirely one-sided, for the farmer never took his eyes from his work. Finally, when she was about to despair of striking a friendly chord in the old man, he laid down the big knife he was using and looked straight at her: "Lady, you're the first one that's come to tell me what to do with the boy that hasn't been so painted up I couldn't hardly see 'em. You look like you've got some sense so I'll just do whatever you say."

Within a few minutes Florrie B. Still (most people in Hall County just call her Miss Florrie) had accomplished her mission to the farm. She had discovered why the boy never had attended school and had suggested a simple solution agreeable to the grandfather. Now the lad attends school regularly and his grandfather is such a staunch friend of Miss Florrie that

he stops by her office in Gainesville regularly with produce from his farm.

Attendance Climbs

Her success story could be repeated, with variations, thousands of times by Miss Florrie and the rest of the 200 visiting teachers who are employed by every city and county school system in Georgia. In the two years of the visiting teacher program, the daily attendance in Georgia schools has increased by 33,000 children. The percentage of average daily attendance climbed from 76 per cent to 83 per cent in the first year. After the second year, it had reached the national average, 88 per cent.

Claude Purcell, assistant director of administration in the State Department of Education, who administers the program, estimates that some 600 new teachers have been employed to take care of the hordes of children of all ages who have filled Georgia's classrooms and schools to overflowing.

Technically, the visiting teacher's job is to enforce the state's two-year-old compulsory attendance law. The state legislature passed the law in 1945 as one way to help eliminate illiteracy in the state. The low literacy rate was brought forcibly to the attention of Georgians during the war when approximately one-third of the state's rejected draftees were turned down because of illiteracy. The new law requires school attendance from age seven to sixteen. The new law also put teeth into enforcement measures. It is mandatory that every county school system and every independent city system employ either an attendance officer or a professional worker, called a visiting teacher, to see that all school age children attend regularly.

The cards are stacked in favor of the

The enactment by our General Assembly of House Bill No. 129 now on the Calendar of the House for final passage would pave the way for an attendance teacher in Missouri.

The number graduating from high school in Missouri in 1947 was 30,153. This graduating class as a fifth grade had a total enrollment of 67,932. This means 37,779 students dropped out of school before reaching their twelfth year. It is a serious matter when more than fifty per cent of our students must be classed as dropped.

professional worker, since the state offers financial aid to school systems employing trained visiting teachers. In addition, the visiting teacher is eligible under the teacher retirement plan, whereas the attendance officer is not. The state is putting high professional requirements for visiting teachers into effect as rapidly as teachers can be trained for the work. After 1950, a visiting teacher may not be employed without at least one year's specialized graduate work.

Not a Truant Officer

The visiting teacher is not a truant officer in the old sense of the word, as any visiting teacher in Georgia will declare emphatically. Instead, she is a social worker, psychologist, public relations agent for the school, promoter of improved schools, and general liaison between home and school—all rolled into one.

Approaching each case from the social worker's point of view, the visiting teacher goes to the home of each delinquent pupil to find the reason for the child's non-attendance and then sets out to remove that cause. Sometimes it may be a matter of referring the case to the welfare or health

departments if the child is ill or needs shoes or a warm coat. Often the visiting teacher, as a matter of expediency, goes directly to such groups as missionary societies, Sunday schools, fraternal organizations, service clubs for aid to needy children.

It is true that in some cases the law has to be invoked against parents who will not listen to reason. Whatever methods are used to bring the children to school, the visiting teachers make it a point to try to create mutual good will. They explain to the parents what the school is trying to do for the child and try to help the teacher better understand the child and his problems.

Adjusting School to the Child

In the future, visiting teachers will be concerned chiefly with preventive measures, they will try to see that every child is equipped for school, that the school meets his needs and is made attractive to him, and that he has a chance for success. Then retardation and non-attendance will no longer be major problems.

Classroom Teachers Annual Conference March 13

The Department of Classroom Teachers of the Missouri State Teachers Association will hold its third annual conference in Columbia, March 13.

The program arranged by the officers of the Department will begin with registration at 9:00 A.M.

Marie A. Ernst, president National Department of Classroom Teachers, will speak to the group on "Strengthening the Position of the Classroom Teacher." There will be a symposium on this subject, also.

From 11 to 12 A.M. the group will discuss "Strengthening the Moral Fiber of the Nation." Harold Doxsee of St. Louis will lead this discussion.

The annual luncheon will be held at the Daniel Boone Hotel at 12:30. This will be a social time only. At two o'clock the teachers will hear President Homer P.

Rainey of Stephens College. He will speak in the Education Building on the panel discussion, "Strengthening the Moral Fiber of the Nation," a subject in which Dr. Rainey is "vitaly interested."

A social hour from 3 to 4:30 P.M. will be held at the Missouri State Teachers Association Building.

Every teacher in the state who is a member of the Missouri State Teachers Association is automatically a member of the Department of Classroom Teachers. Make your plans now to attend this meeting.

Luncheon Reservation

Send luncheon reservations to Dr. Lois Knowles, 215 Education Building, University of Missouri, Columbia, Missouri, by March 6. Price, \$1.50.

Campaigns--Some Practical Suggestions

OTIS A. CROSBY, Public Relations Counsel

"Sooner or later every school system (and every teacher) has occasion to promote or otherwise participate in a campaign in behalf of better educational opportunities for the youth of the community."

With these words of introduction school people are offered practical help in the planning of campaigns such as occasionally confront every school system. It makes little difference whether the campaign is aimed at a better financial program or to improve the curriculum and to add much needed equipment and supplies—the fact is in these days we can't avoid being occasionally caught in the throes of a campaign.

Of late years the business of promotion has been perfected to the point where there are numerous responsible agencies throughout the nation whose business it is to plan and promote campaigns. But school people and Boards of Education seldom have the funds with which to pay the "hired help" to plan and promote their cause. It is with this fact in mind that a strictly practical booklet of forty pages, containing work plans for campaigns has been prepared and published by the National School Service Institute. Profusely illustrated throughout, the booklet contains in some detail the plans and copies of literature used in major school campaigns of seven states.

Beginning with a plan of action adaptable to almost any campaign and a practical pattern enumerating seventeen specific steps, the booklet analyzes the psychological power of mass appeal and through numerous illustrations and tests develops the story of persuasion. A number of unique techniques are explored including a milk bottle collar, a postcard technique broken down for specific group appeal, film-slide talkies, "take one" leaflets, election day voting booth handouts, "teaser tags," the cartoon appeal, and the mass appeal through cartoon booklets. Several illustrations of materials used ineffectively are cited with suggestions for improvement. Particular emphasis is placed on the psychological appeal such as mass reaction to simplicity, to selfish interests appeal, and

the place of endorsements, and the psychological effect of the shame appeal. One general observation of the campaigns analyzed cites the failure of school people to recognize the need for simplifying the subject including the language and the number of points stressed. The general tendency has been toward mass detail and the development of technique points. For the most part they are beyond the concept of the public.

The booklet stresses the fact that all campaigns are based on one of three principles—hope, fear, or shame. It analyzes each of these principles and shows the advantages and the appeals to be found in their use. Such elements as timing and flattery are developed with suggestions as to the most effective approach for each. A detailed analysis of the California state-wide campaign for better support for public schools is included as prepared by Arthur F. Corey, executive secretary of the California Teachers Association. Not new to educators throughout the nation, the National School Service Institute, author and publisher of the booklet, includes a list of free or of inexpensive helps for school systems in their promoting of better schools either through campaigns or through long-time public relations programs in their community. The booklet can be purchased from the National School Service Institute, Shop 307 Palmer House, Chicago 3, at one dollar each, discount for quantity.

LAWRENCE COUNTY ON THE NEA HONOR ROLL

The teachers of Lawrence county are enrolled 100% in the National Education Association according to County Superintendent Julius Helm.

In fact there are more memberships reported for the NEA from Lawrence county than there are teachers in the county.

The Lawrence County Community Teachers Association contributed \$139 to the Overseas Teacher-Relief Fund. The percentage of participation by schools was as follows: Aurora, 100%; Mt. Vernon, 100%; Pierce City, 100%; Marionville, 100%; Miller, 100%; Verona, 100%; and rural schools, 50%.

Survey Committee Approves Bills

The joint Senate and House Educational Survey Committee has approved some bills for introduction into the General Assembly.

On January 6, the committee approved proposed bills to centralize issuance of teacher certificates in the State Department of Education, except for state colleges now granting certificates; creation of a division of school district reorganization in the Department of Education to act in an advisory capacity; lowering the minimum age for pupils from six to five years and increasing the maximum from 20 to 21 and increasing state aid for transportation of pupils from \$3 a month to \$5.

An agreement was also reached on a recommendation for a county board of education in each county, with six members elected by officers of the local district boards. The county board would be charged with the preparing of plans for reorganization of the county's local districts.

The committee failed to agree on a recommendation for a new method of apportioning state aid to public schools.

The committee has reached no solution of another major problem—the reorganization and consolidation of school districts.

Approval was given by the committee for the creation of a joint Senate and House Committee to investigate inequities in assessed valuations of property and to make recommendations to the 1949 Legislature on legislation to insure uniform valuations.

Printed below are all of the proposed bills that were in final form when this issue went to press. These measures are reproduced in verbatim except for the omission of the enacting clauses and introductory sections.

District Reorganization

Section 1. The state board of education shall establish within the division of public schools of the state department of education a section of district reorganization. The state board, through said section of district reorganization, shall cooperate with the various county boards of education in

making plans for the enlargement and reorganization of school districts throughout the state and shall provide such technical and advisory assistance in connection therewith as may, in the discretion of the board, promote efficiency in school administration and the improvement of educational opportunities for the school children of the state. The state board of education shall by regulation prescribe minimum standards for reorganized district areas and for school buildings and educational facilities provided by reorganized districts within the state, and shall approve or disapprove all plans of county boards of education for the reorganization or enlargement of school districts.

Age Limits

Section 10345. The board of directors of each district shall, between the thirtieth day of April and the fifteenth day of May of each year take, or cause to be taken and forwarded to the County Superintendent of Schools an enumeration of the names of all persons over five and under twenty-one years of age resident within the district, designating male and female, white and colored, and age of each, together with the full name of the parent or guardian of each child enumerated; and also an enumeration of all blind and deaf and dumb persons of school age resident within the school district, designating male and female, white and colored, and age of each, together with the full name of the parent or guardian of each of such children so enumerated, and their postoffice address, which said enumeration shall be subscribed and sworn to; and any parent or guardian who shall knowingly furnish any enumerator the name of any child who is under five or over twenty-one years of age, or who is a non-resident of the district, shall be guilty of a misdemeanor and any enumerator who shall knowingly return a false enumeration shall be guilty of a misdemeanor and punishable by fine, not to exceed one hundred dollars; and should the board neglect or refuse to comply with the provisions of this section, such district shall forfeit its right to any portion of the public funds for the next ensuing year: Provided, that the board of

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directors of any city having more than fifty thousand inhabitants may relieve itself of the duty aforesaid four times to every period of five years by passing a resolution each year adopting the last enumeration therein made as its enumeration of persons of school age in said city for such year, and thereupon such last enumeration shall be deemed returned and taken as its enumeration for such year for all purposes under this chapter. After ascertaining if said enumeration lists are properly made the County Superintendent of Schools shall approve same and turn them over to the County Clerk. The County Clerk of each county shall certify to the Superintendent of the School for the Deaf and Dumb at Fulton, as soon as convenient after he has received the enumeration lists, the names of all deaf and dumb persons of school age in the county, giving name, age, sex, and color, and the name and postoffice address of parent or guardian of such persons, and to the Superintendent of the School for the Blind in St. Louis the names of blind persons of school age in his county, giving name, age, sex and color, and the name and postoffice address of parent or guardian of such persons. Any county clerk failing so to certify enumeration lists shall be guilty of a misdemeanor, and upon conviction thereof, shall be fined not less than ten (\$10) dollars and not more than fifty (\$50) dollars for each offense.

Section 10346. The board of directors or board of education of any school district in this state may provide for the gratuitous education of persons over twenty-one years of age who are resident in such school district. Such gratuitous education, however, shall be provided only out of revenues derived by such school district from sources other than those described in Section 3, Article IX of the Constitution of this state, and only with so much of such revenues as are not required for the establishing and maintaining of free public schools in such school districts for the gratuitous instruction of persons between the ages of five and twenty-one years: Provided, that nothing in this section shall be construed as affecting the basis of apportionment of the public school fund of this state as now fixed by law.

Transportation

Section 10327. When any school district

makes a provision for transporting any or all of the pupils of such district to a central school or schools within the district, and the method of transporting is approved by the state board of education the amount paid for transportation, not to exceed five (\$5.00) dollars per month for each pupil transported a distance of two miles or more, shall be a part of the minimum guarantee of such district for the ensuing year. When the board of directors of any school district makes provision for transporting the high school pupils whose tuition it is obligated to pay, to the school or schools they are attending, and the method of transporting is approved by the state board of education, the amount paid for transporting such pupils, not to exceed five dollars (\$5.00) per month for each pupil transported shall be a part of the state apportionment to such district for the ensuing year, if no part of the minimum guarantee of such district has been used to pay any part of the cost of transporting such pupils. When the board of directors of a district that admits non-resident pupils to its high school makes provision for transporting such pupils to such high school, and the method of transporting and the transportation routes are approved by the state board of education before the transportation is begun, the amount spent for transporting such pupils, not to exceed five (\$5.00) dollars per month for each pupil transported shall be a part of the state apportionment to such district for the ensuing year, if no money apportioned to such district from any public fund or funds has been used to pay any part of the cost of transporting such pupils, except money apportioned to such district to pay the cost of transporting such pupil: provided, any cost incurred for transporting such pupils in excess of five dollars (\$5.00) per month for each pupil transported may be collected from the district of the pupil's residence, if said cost has been determined in the manner prescribed by the state board of education; and provided further, that for the transportation of pupils attending private schools, between the ages of five and twenty-one years, where no tuition shall be payable, the costs of transporting said pupils attending private school shall be paid as herein provided for the transportation of pupils to public schools.

The Teacher and Speech Correction*

It is with the large group of simple articulatory speech cases that the classroom teacher can make his most direct contribution to speech correction

UPON the classroom teacher are placed many responsibilities beyond those of presenting information and developing skills. What he does and what he says—and how he says it—become the models for his pupils' behavior and his pupils' speech. Although it is true that the child will use training in arithmetic, reading, social studies, and other school subjects throughout his life, he will use speech more often, more constantly, and for more purposes than any other acquired skill. For every word he writes, he will speak thousands. The ideas he expresses will be presented through the medium of speech. His social and professional and personal relationships will depend on his ability to use the spoken word adequately. He lives, and will always live, in an oral world.

For many children, speech presents no special problems. They learn to talk, speak adequately, and remain unobserved, so far as speech is concerned, because their speech is within normal limits for each of the age and school groups through which they pass. However, for other children—probably about 10 to 15 per cent of the school population—speech becomes a problem because it is unpleasant to hear or difficult to understand or noticeably different from that of the group. Although the classroom teacher should always keep in mind the needs of the child with "average" speech, it is to the group of speech-handicapped that he can offer great opportunity for learning. These children, who have poor voices, who stutter, who cannot hear well, who cannot be understood, who misuse or confuse or distort speech sounds, present a real challenge to the teacher. He can serve them well in many ways and can find

very real satisfaction in helping them, directly or indirectly, to find better speech for the constant oral communication that is required of them.

What, then, are the responsibilities of the classroom teacher to students in terms of their speech? The role of the teacher depends on several factors—experience, training, the school system in which he teaches, the facilities available in the community, and the specific needs of the pupils. In general, the teacher's contribution lies in three main fields. He should find and refer certain cases, should work with certain other problems that he notes in the speech of children in his classroom, and should provide, at all times, good example in speech for his students.

If he is to find cases and refer them for help, the teacher should serve as a sort of "master ear," so that he may locate any student in his room whose speech is deviant from the "norm" of others of his age, grade, and sex. If a school system has the services of a speech correctionist, that specialist may survey all students to find those needing special help, but will always appreciate having cases referred by the classroom teacher. If no correctionist is available, the full responsibility for finding children with defective speech falls on the teacher.

Once a case has been found, it should be referred to the proper source of assistance. If no correctionist can be consulted, the nearest college or university speech clinic should be asked for advice. (In Missouri, speech clinic service may be obtained at the teachers' colleges in Cape Girardeau, Kirksville, Maryville, and Warrensburg, and at the state university in Columbia). If the school system has a speech correctionist, regular remedial work can be planned and the classroom teacher can co-operate with the specialist. If help from other sources is necessary, the teacher should ob-

*An abstract of an address "The Role of the Classroom Teacher in Speech Correction" made by Dr. Charlotte G. Wells, director of the speech and hearing clinic, University of Missouri, to the joint meeting of the Department of Speech and Speech Association of Missouri, MSTA Convention, St. Louis, November 14, 1947.

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tain the aid of the otologist, the psychologist, the orthodontist, the physician, or others, and should follow the suggestions given by any one or several of these co-workers.

One of the most important things for the classroom teacher to know is that there are many kinds of speech problems with which he should not attempt to work unless he has constant guidance and supervision. Such problems as stuttering, speech defects resulting from paralysis or cleft palate, defects such as hoarseness, huskiness, loss of voice, deviant pitch, or poor hearing should be referred to others for diagnosis, determination of the possible causes of the problem, medication, surgery, or any other treatment that should be provided only by specialists. Speech training following diagnosis should be given by a speech correctionist, with whom the classroom teacher can co-operate. However, these speech problems occur less frequently than do the articulatory defects resulting from poor example, habit, or other less serious causes.

It is with the large group of simple articulatory cases that the classroom teacher can make his second, and most direct, contribution. He can do a great deal to improve the speech of those children who say "Thing a thong" for "Sing a song" or "Tee the wady in the wed dwess" for "See the lady in the red dress" or "Tum and doe" for "Come and go." These simple articulatory deviations are frequently the result of delay in speech development, of poor example, of encouragement to "baby talk," or of other factors that are not physical in nature. If the teacher observes such sound substitutions or distortions or omissions, he can demonstrate to the child the proper production of the defective sound and can encourage correct sound use in all reading and recitation. Even if the teacher has had no special training in speech correction or phonetics, he can, if he is assured by a competent observer that his speech is correct, notice the way he himself produces the sounds and show the child how to place the tongue, lips, and other parts of the speech mechanism to achieve the accurate production of specific speech sounds. The use of a mirror by teacher and pupil together will hasten the acquisition of correct speech sound positions. The child should be given definite

instructions about tongue placement and sound position and not just told to "say it right." Only with demonstration and practice can he change a long-time habit. (Teachers may wish to obtain from the Speech and Hearing Clinic at the University of Missouri a sheet of suggestions on teaching speech sounds to children.)

Finally, the classroom teacher should serve as an example in speech to his pupils. Every teacher should be aware, through course work or self-observation, of any fault in his voice, rate, or use of speech sounds and should correct any deviation noted. The voice may be monotonous, too high in pitch, too loud, too soft, too rapid, or unpleasantly nasal. If so, the pupils' voices will tend to reflect the deviation in the teacher's voice. Sounds may be incorrectly produced—poor *s* and *z* sounds, faulty *l* sounds, and generally inaccurate articulation being probably the greatest articulatory faults of teachers—and the students may acquire speech errors through imitation. Truly, the responsibility of the classroom teacher as a model in speech for his students is great.

In this state, as in many others, the need for speech correction is being widely recognized. Those charged with improving the speech of the children in the state turn to the classroom teacher for help. If he can find the problems, refer to specialists those with whom he cannot work, provide help for those he can help, and serve as a good example in speech to all of his students, the classroom teacher will be adding to the already-great contribution he makes to the present education and the future achievements of Missouri's children.

**CLAIM HANDLED PROMPTLY
AND FAIRLY**

**MSTA Health, Accident and
Hospitalization Group Insurance
Columbia, Mo.**

Gentlemen:

I have your letter of November 24, 1947, inclosing draft for \$48.57 to cover the claim which I recently submitted to you.

You have been very prompt and fair in taking care of the matter, and I appreciate the manner in which you have handled the claim.

Very truly yours,

Alta M. Gilliland

The Core Curriculum Will Work

BERNICE TEEL, Junior High School, Nevada

By testing and then grouping students according to ability and with teaching emphasis on remedial reading much progress is possible

"Oh, what shall be done with the seventh and eighth grades!" How often we hear that statement from teachers and school administrators. Nevada like many other schools of its size had for some time felt that they hadn't been meeting the needs of their seventh and eighth graders. Each year the problem of handling these grades had become increasingly difficult. The discipline problems resulting from changing classes were far too many. No one person was particularly responsible for the seventh or eighth grade. The boys and girls not used to this new freedom did not know how to use it.

To solve this problem school officials and teachers decided to experiment with a new plan with the understanding if the plan proved successful it would be adopted. After a year's try, the staff considered it successful enough to make it a part of the program again this year.

Thus Nevada launched the plan of placing all the core subjects; language arts, social studies, and mathematics, with one teacher and making that teacher responsible for the students she had. That teacher was to have that section for one half day at a time. The other half day the students would have physical education, fine arts, and practical arts, such as shop for boys and home economics for girls.

Grouped According to Ability

These boys and girls were grouped very carefully. Tests were given in the spring. Both intelligence and reading tests were given. Upon the basis of the finding of these tests, the subjective comments of the sixth grade teachers, and recommendations of the school nurse, these students were grouped. This grouping carried over into the eighth grade with any changes that seemed feasible made at the end of the seventh year. The students were grouped as nearly as was possible at the same general

reading level. Thus we have groups for those with high reading level ability, with average reading level ability, and with below average reading level ability. This reading range has been found to be from the first or second grade to the twelfth grade. The group that contains the below-average readers has been kept small with not more than twenty-five students in it.

By so grouping these children and leaving them for a half day at a time with one teacher, it was possible to determine the strong and weak points and thus make a more flexible program teaching to individuals rather than groups and to do some corrective work and drill work wherever there was a need for it.

In the below average group or remedial group the teacher spent much time in analyzing the students, studying each to find out why the students were not reading up to expectations. A thorough check was made to determine if the students knew the basic sight words. Then an effort was made to determine the interests of the students and then to get them started to reading material on their level. Much time was spent in creating an interest, in work on comprehension of what they had read, in interpreting what they had read, and then in building a reading vocabulary.

We tried to teach the children how to learn the word meanings from context, to learn words by finding small words within the words, by paying attention to initial consonants and by noticing the endings. In other words, we started at the level where we found the children and then retaught all the skills they didn't have or had missed in the preceding six grades.

Assistant Teachers Were Used

To assist the teachers in some of the most retarded cases, students on second and third grade level, seniors from the senior

high school, who were interested in teaching, were secured to work with individual students who needed more attention than the regular classroom teacher had time to give. These student assistants not only helped the pupils, but they received training that may be invaluable to them when they begin teaching.

In this remedial section, reading took precedence over all other subjects, for if the students could not read or comprehend what they had read, they could not pass other subjects in later school life. Any time left after the reading program was given over to arithmetic, stressing mathematical fundamentals, spelling, written English, geography, and history.

Tests Revealed Progress

We tested our students last spring, and found remarkable progress had been made. One girl, who had not even scored on the first test given to her when she was in the sixth grade, was able after six months of special help to achieve a grade equivalent of three years and four months on her reading test. Another girl, who when tested in the sixth grade had a grade equivalent of five years and six months, raised her level two years and one month in the same six month's time. A boy with an equivalent of four years and two months grade equivalent was able to raise his reading level to six years and one month in the period from September to February. Another boy with a reading grade of three years and nine months grade equivalent advanced to five years and three months in the six month's period.

Of course not all of our students in this below average group were helped that much, but several others made as much as nine months to a year's advancement. There were four students that made very little progress so far as their tests showed, yet by this program these children were helped some. By placing the work at their level, these children probably for the first time had a chance to express themselves. They were not boring other students, and the fear of reciting in the presence of superior students was gone.

The same tests were given to the other sections in both the seventh and eighth grades and the results were very gratifying. Several of our students were reading on

junior college level at the end of the year and many others had made two years growth in reading.

These objective tests have indicated that our students have made progress. The school staff believes this progress was due in part to the fact that these students received much more individual attention than they did under the old program and that one teacher had them for a longer period of time and could help them more than if she had them for just one period a day. Discipline problems have become fewer. Undoubtedly the gradual transition into high school is much better for the students than being thrown abruptly into departmentalized work with little attention to abilities or individual differences or interests. The results of this program have been successful enough to convince the staff that the core curriculum program should be continued.

NEVADA SCHOOLS MAKE IMPROVEMENTS

Spring Festival Planned for March 12-13

The Nevada schools have instituted a number of new or improved services this year, according to Superintendent C. H. Jones, Jr.

Towel and laundry service for all shower facilities in the system includes a clean towel for each shower taken. Shower facilities have also been installed on an experimental basis in the elementary school. Recording equipment is now available throughout the system. New visual aids have been added in all buildings, including duplicators, opaque projectors, strip film projectors and a basic film library for classroom use.

The schools are experimenting with incandescent and fluorescent lighting fixtures. Library facilities have been improved with the purchase of 17 sets of new reference books and many volumes of new outside reading books.

New power shop equipment has also been added.

A committee of Nevada teachers is working on a new proposed salary schedule and have utilized NEA materials and research service in their work.

The annual Nevada spring festival, under the management of R. C. Naegler, high school principal, is being planned for March 12 and 13. This affair involves some 25 schools and 2500 pupils in music, speech and commercial events. The spirit of the festival is non-competitive with entries receiving only constructive criticisms and ratings. The performances this year will be recorded on discs and the recording of the performance and the criticism by the critics will be handed to the performer as he leaves the stage.

Principals are Important People!

HAROLD J. McNALLY, Asst. Prof. of Education, Teachers College
Columbia, University

The school principal is a key person in the organizational set-up and the professional leader of his staff and school community

THERE was a time in the history of American education when the principal or "principal teacher," as he was frequently called, was a pretty small fish in a tiny puddle. In the past forty or fifty years a number of factors have operated to increase the size of both the fish and the puddle. In our more enlightened school systems, the principal is no longer a glorified clerk and office boy; he is the educational leader of his community, the professional leader of an ever-increasingly professional staff, and the manager of an important educational enterprise. He has his own professional organizations in the Department of Elementary School Principals of the Missouri State Teachers Association and the National Education Association.

The Department of Elementary School Principals of the Missouri State Teachers Association is an active and growing group. In addition to the departmental meeting held each year at the time of the State Convention the department sponsors a Spring meeting which will be held at Columbia in April. The department is also contemplating a workshop this summer.

Top-rating universities offer him courses of professional preparation leading to the masters' and doctors' degrees in school administration, and in general he has increased his stature tremendously since the turn of the century.

The better elementary school principal is important in many respects; we shall touch on four of them here.

1. From the standpoint of the operation of the school system, the elementary school principal is a *key person* in its *organizational set-up*. He is the interpreter, to his school personnel and school community, of the educational policies formulated by the board of education, for good school systems allow him considerable latitude in construing the board's policies, and translating

them into action with his staff. Conversely, he can be—and in the best situations is—in an advisory capacity to the superintendent and his staff. He is (or should be) responsible for making suggestions for the improvement of the educational program, and for making known to the central office the problems he becomes aware of because of his closeness to the actual educational process.

2. In addition to his strategic position in the school system's organization, the Elementary School Principal is the *professional leader of a professional staff*. Greater and greater numbers of teachers are coming to hold college degrees, and even the masters' degree is becoming common among the elementary school faculties of some communities and states. The Elementary School Principal, therefore, is increasingly becoming the leader of a group of unusually capable and highly trained people. An outgrowth of this is the fact that many principals now hold a Ph.D. or an Ed.D. degrees. Consequently, the Elementary School Principal must be an administrator who can provide "evocative leadership" for these professional groups, leadership which unites them in the purposes of the educational enterprise, and which calls forth all the resources of his staff in the development of a good educational program. Such a leader will be not only highly trained and uncommonly capable; he will be skilled in human relationships, and in techniques of democratic, cooperative group enterprise.

3. The province of the Elementary School Principal is, however, more and more being construed as reaching far beyond the boundaries of his school. Better principals have become, indeed, the *educational leaders of their communities*. The national Department of Elementary School Principals emphasized this by devoting its 1945 Yearbook to the topic, "Community

Living and the Elementary School." Today, active participation in community affairs, and the integration of school and community life are becoming to be considered as responsibilities of a good principal. This has come about largely because of a growing understanding of the implications of the Dewey philosophy that education is life, is part of all living, and cannot be cooped up within school walls, even if we wished so to restrict it. As a result, the Elementary School Principal is rapidly gaining a new respect in his community as its educational leader, and a new responsibility for extending the scope of the job his school must do.

4. The preceding three factors tending to enhance the prestige of the Elementary School Principal are all outgrowths of the recognition of his most important function—that of being *the responsible person for the education of the children in his school*. To this end he is placed as a key person organizationally, is a professional leader of a professional staff, and makes the community his educational province. It is a heavy responsibility, this job of leading the molding of the minds and characters of the youth of America, the young people into whose hands are always being passed the unsolved problems of a generation inadequately educated to solve them. The principal may well pause to consider that on the success of his job may hinge the success of our great democratic experiment. If he does his job conscientiously, faithfully and well, he need bend his knee to no man, need make no apologies, can hold his head high. I think there may be no more important job than his, unless it be that of a classroom teacher.

There are other factors which are operating to enhance the prestige and importance of the position of principal in an elementary school, of course, but these few are indicative of the size of the job. It is not a job for little men or little women; the little puddle has become a good-sized pond, and in order not to be lost in the swim, our principals must be of sufficient stature to do the job well. The principal who measures up to these responsibilities will command the respect, admiration and affection of his community, which will owe him much indeed. Yes, principals are important people.

Harold E. Moore Appointed Superintendent, Kansas City



Dr. Harold E. Moore, superintendent of the Mishawaka, Indiana, schools, was elected to head the Kansas City public schools on January 8. He succeeds Dr. Herold C. Hunt, who resigned last year to become general superintendent of the Chicago schools.

Mr. Roscoe V. Shores, associate superintendent of the Kansas City schools, has been acting superintendent since Mr. Hunt's resignation.

At twenty-two years of age Dr. Moore became principal of the Prairie Creek, Indiana high school with an enrollment of about 600 pupils and 24 teachers. After 5 years he resigned to become state inspector of schools in the Indiana State Department of Education. Two and one-half years later he was chosen superintendent of schools, Vigo county, Indiana, where he had charge of 40 schools and 300 teachers. Serving three years in this position he then joined the faculty of the school of education, Indiana University.

In 1941 he served as senior specialist on school facilities in the U. S. Office of Education. From 1942-43 he was assistant registrar and director of health and welfare service in Cleveland, Ohio. Before becoming superintendent of the Mishawaka pub-

(Continued on Page 78)

The Diversified Occupations Program

By FRANK MALEWSKI and RAY WALLIS

A summary of a survey of students regarding employment, location and earnings

MISSOURI high schools diversified occupations programs enrolled 1,270 students in forty-one schools during the 1945-46 school year. Coordinators of thirty-four schools reported information concerning 1,035 of these students for this study. Of these, 596, or 57.58 per cent, were boys and 439, or 42.42 per cent, were girls.

More than half, 52.5 per cent, of the students reported were seventeen years of age, 29.75 per cent were sixteen years of age, and 14.7 per cent were eighteen. The remaining 3.05 per cent ranged from fifteen to twenty-five years of age.

During the training period, 42.71 per cent of the students were employed in the distributive occupations, 13.72 per cent were in office work, 11.98 were in service trades, 9.95 per cent were in custom trades, 6.75 did personal service, 6.00 per cent were in public service jobs, 2.41 per cent were being trained for managerial jobs, and .77 per cent held miscellaneous jobs.

Earnings

Students in training earned \$12.05 per week on the average. Boys earned \$12.76 while girls were paid \$11.08. Students who were out of school and employed full-time in the same occupation for which they were trained received \$27.36 per week on the average for their services, while those employed full-time in occupations other than the one for which they were trained were paid \$28.96 on the average, or \$1.60 more.

June, 1946, saw the graduation of 687, or 66.4 per cent, of the trainees. Of these, 339 were boys and 348 were girls. An additional 97 students, or 9.3 per cent of the whole group, had dropped out of school, making a total of 784, or 75.57 per cent, potentially eligible for full-time employment.

Of these 784, 167 were in the armed forces, 81 were enrolled in institutions of higher learning, 95 girls were full-time home makers, 1 was deceased, and 64 had moved to other labor market areas where they were probably employed, making a total of 408, or 58 per cent of the number out of school, temporarily or permanently withdrawn from the labor market area in which they were trained. This left 376, or 36.34 per cent of the total number of enrollees, actually eligible for full-time employment in their home labor market areas.

Of the 376, approximately 48 per cent of the number potentially eligible for full-time employment, 332, or 88.3 per cent, were employed full-time, 2.4 per cent were employed part-time, and 9.3 per cent were unemployed.

Students employed on the full-time basis showed a marked tendency to shift from the service trades and distributive occupations to the custom trades, public service, and office work, and to increase their earnings by doing so.

Students who were reported to be unemployed made up 6.87 per cent of the entire group. These consisted largely of girls who were married and had become full-time home makers, and of students who had moved to other labor market areas.

One hundred ninety-four boys and 57 girls were still in high school, and approximately 76 per cent of these had enrolled for a second year of diversified occupations training. Their earnings during the second year of training showed a substantial increase over the first year.

It may be safely concluded from the findings of this study that:

An unusually large number of these trainees entered the armed forces, probably due to the state of war hysteria still existent at the time the study was made.

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colleges showed a marked decrease from the 1940-41 school year.

The relative number of employable, trained workers who were out of school and employed in distributive occupations and personal services showed a marked decrease from the number trained in those fields, while those employed in custom trades, public service and office work showed relative increases.

Students who were trained in the skilled trades secured higher earnings both while in training and after leaving school than those in other fields of training.

The reader should bear in mind that this study was made in a year of industrial reconversion and social unrest. Consequently, all of its implications need not necessarily be true of a normal year.

Use Gym Methods in the Classroom

J. V. COOPER, Superintendent, Van Buren

Any observant person will, if associated with a school program for any length of time, come to the conclusion that the athletic teams constitute the most interesting classes, from the standpoint of the student at least, offered in any curriculum. If the observant person is also thoughtful it will occur to him to wonder why this is so. Are they better taught? Do the coaches and directors of athletics have techniques and a methodology from which the academic side of the hall could profitably borrow?

Attracting attention is one of the basic urges of the human species. Young and old strive for the notice of their fellows with all of the energy of which they are capable. Favorable notice is preferred, but if this is not available unfavorable notice is preferable to none at all. The writer writes hoping that someone will read what he has written and comment on it; the athlete runs his race for the crowd in the stands; probably the murderer kills, thinking, at the moment at least, that the attention he attracts will be favorable and being assured that he will get attention.

Is it possible that our academic subjects attract too little attention? It seems silly and is probably extreme thinking to imagine a scene where the algebra class of Vanderhoof is pitted against the best that Bogglesworth has to offer. The two teams are seated at a smooth flat table in the middle of a huge room with towering bleachers on each side filled with mathematic fans from both schools. These frenzied units of humanity are chanting in

unison, "Get Educated; Get Educated." Number A10, his pencil flying across the page with lightening-like celerity crosses the equal sign with the final c and thus clinches the winning score. The Bogglesworth rooters rise in thunderous applause and a number of them seize Number A10, hoist him to their shoulders and carry him away to an after game celebration.

Admittedly this is an extraordinary case for even an imaginary one, but is it possible that those who tread the dignified halls of academic learning with stately bearing and solemn feet would do a better job if they did an occasional buck and wing step at the entrance to their cloister? It is probably neither necessary nor desirable to adopt "en toto" all of the color and pageantry of the athletic program for the classroom, but it does seem that there may be some advantages to be gained from appealing to some of the fundamental psychological drives which move human nature.

OFFICERS NAMED FOR ST. LOUIS DISTRICT

The teachers of the newly created St. Louis district of the Missouri State Teachers Association met at University City December 2, and by resolution named the following officers; president, Otis A. See, Jennings; vice-president, Robert Russell, University City; secretary, Katherine Clarke, and treasurer, Mrs. Helen R. Cronin, Kirkwood.

Members of the executive committee are: Milton W. Bierbaum, West Walnut Manor; Ward Barnes, Normandy; Fred Brooks, University City; Juva Sharp, Maplewood; and R. G. Russell, Clayton.

Progress Report on Bunker Hill

Plans are being pushed ahead for the continued development of the Bunker Hill Ranch Resort. A master plan for the improvement of the resort has been drafted.

The Rural Electrification Administration of Howell and Oregon counties has promised to extend the electrical lines to the ranch by March or April of this year.

Road improvements are fast developing through cooperation with the Shannon County Highway Commission and the State Highway Department. Citizens living in the community near Bunker Hill have kindly consented to donate their labor toward the improvement of the road leading to the ranch from Highway No. 17. Donations of money have also been received.

The Mary B. Womack Lodge, donated by the St. Louis elementary school teachers, will soon be under construction.

Blue prints have been completed for the construction of a central dining hall and conference room. Any large group of teachers wishing to underwrite the construction of this building should get in touch with the Association headquarters at Columbia at once.

Members of the Division of Audio-Visual Education in St. Louis made their financial contribution to hasten the development of the Bunker Hill Ranch Resort in a novel manner.

They sent in A Money Tree. The accompanying sketch gives you an idea of the nature of such a tree. Inserted into slits in the foliage of the tree were six one dollar bills folded so as to display the "one" in either the upper left or right hand corner of the green back.

We hope other members and groups will send in trees bearing this much needed fruit.

It occurs to us that some trees might well be nurtured to bear fruit with \$5, \$10, \$20 or even \$100 bills.

Members of the division who sent in their gifts in this manner are: Elizabeth Golterman, Nelle Lee Jenkinson, Harriet Bick, and Dorothy Blackwell.

Teachers who have contributed to the development of the Bunker Hill Ranch since the January issue are:

Julius Helm \$ 3.00
Mrs. Buena Stolberg 10.00



Miss Reuby S. Moore	10.00
C. H. Lindemeyer	10.00
G. Frank Smith	10.00
Hubert Wheeler	10.00
R. R. Brisbin	10.00
L. A. Eubank	10.00
L. G. Townsend	10.00
E. P. Crow	15.00
Mrs. Marjorie Burns	1.00
Paul Stephens	5.00
Anonymous	1.00
W. L. Coonrod	25.00
John A. and Goldie S. Wright	3.00
Mary E. Yates	5.00

To: Missouri State Teachers Association
Educational and Recreational Center Committee

407 S. 6th St., Columbia, Missouri

Please find enclosed my contribution to hasten the development of the Bunker Hill Ranch Resort. \$

Signed:

Address:

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SECRETARY'S PAGE

The Assembly of Delegates in St. Louis unanimously requested an immediate \$8,500,000 annual increase in state aid for public schools to bring our expenditure up to the national average. For a state with Missouri's wealth to do less is disgraceful and indefensible. Missouri now spends \$14.00 per pupil enrolled less than the national average.

Many school districts have reached their limit in local support. Costs are still rising. The State's cash surplus is, according to Ben Howard, state comptroller, approximately \$30,000,000. Now is the time to interpret, in understandable fashion, your local needs to your Senator and Representative.

A Research Bulletin containing significant financial data has been prepared. The public, the press, and the legislators should be interested in it. Let us know if a copy will be helpful.

PENDING

Needed legislation was already pending when the General Assembly reconvened on January 7. Action on most of it was deferred a year ago until completion of the Survey. The Survey is completed and the need for these proposals clearly substantiated:

House Bills No. 59 and No. 60, cost of living adjustment for teachers salaries in school districts levying the constitutional limit, are in the House Committee on Appropriations.

House Bill No. 126, pertaining to state aid for special classes, is in the Senate Committee on Education.

House Bill No. 129, strengthening compulsory school attendance law, is on the House Calendar for final passage. A Research Bulletin dealing with this proposal is available on request.

H. C. S. for House Bills No. 194 and No. 245, tenure law applicable to Kansas City, is on the House Calendar for final passage.

House Bill No. 221, requiring school districts to levy the constitutional limit which the school board, without a vote of the people, is authorized to levy in order to qualify for the equalization quota and denying the second and third level appor-

tionments to school districts with less than fifteen pupils in average daily attendance, excepting in cases of hardship, is in the Senate Committee on Education.

House Bill No. 261, providing minimum salaries for teachers, is on the House Calendar for perfection.

House Bill No. 318, providing for the licensing and regulation of private schools, is in the House Committee on Education. It is understood that a Committee Substitute worked out by various interested groups will be offered. This may have been done before this issue is received. Thousands of veterans are in training in these unregulated schools. The need for this legislation is unquestioned. The welfare and protection of the veteran demands it.

Senate Bill No. 83, providing state aid for kindergartens and raising the school age to 21 years, is in the Senate Committee on Education.

SURVEY

Three definite proposals by the Joint Legislative Committee have been formulated at this time (January 6). When other bills are introduced, copies will be made available, with data as to their application. Write us for information.

IN BRIEF

A study of all the persons who quit teaching in Missouri last year and of all the teachers new to Missouri this year is under way to determine definitely the factors in the building of a profession of teaching in this state.

The Legislative Committee met on January 24, the Retirement Committee on January 17, and the Educational and Recreational Center Committee on January 18.

100% COUNTIES

Additional counties having 100% membership in the Association are as follows:

Adair	Otis B. Hills, Co. Supt.
Barry	Buel Cox, Co. Supt.
Bollinger ..	Glenn A. Seabaugh, Co. Supt.
Callaway ...	Ben W. Freiburger, Co. Supt.
Henry	J. W. Miller, Co. Supt.
Iron	Edward J. Berry, Co. Supt.
Mercer	Joe R. Arnote, Co. Supt.
Newton	C. M. Robinson, Co. Supt.
Scott	O. F. Anderson, Co. Supt.

Administrators and School Board Groups to Meet

The Missouri Association of School Administrators and the Missouri Association of School Boards will meet in Columbia March 21-23.

The theme of the meeting is "A program for public education for Missouri for the next ten years."

Mrs. Irma Friede, president of the Missouri Association of School Boards, will preside at the Sunday evening session on March 21. The meeting will be held in the auditorium of the Christian Church with the Reverend C. E. Lemmon as guest speaker.

Willard E. Goslin, superintendent of Schools, Minneapolis, Minnesota, will address the meeting on Monday morning, March 22. Preceding the main address greetings from the University will be given by President Frederick A. Middlebush and

a response by R. R. Brock, president of the administrators group.

The Monday afternoon session which begins at 2:00 p. m. will have panel discussions on "Problems of School Finance" and "School Building Problems." An informal reception is planned for 4:00 p. m.

Superintendent Goslin will address the group at the evening session.

Vice-president Roi Wood, superintendent of schools at Joplin, will preside at the Tuesday morning session when a panel will discuss "County Organization and Administration." The school board members and administrators will then each hold a business session.

Gamma Chapter of Phi Delta Kappa will hold a luncheon for visiting administrators at the Tiger Hotel, 12:30 p. m., March 23.

A Bill to License and Regulate Private Schools

DURING the last session of the General Assembly of Missouri, H. B. No. 318 was introduced by Representative Sendlein to provide for the licensing and regulating of private schools in the state. In the interim since the Assembly recessed, several committees including educators have studied H. B. 318 and have suggested some modifications of its provisions. A substitute bill has been drafted and was to be considered by the Committee on Education and Labor on or after January 12.

It is believed that public school people in the state should support this bill. According to facts presented by the State Department of Education there are now a total of 288 private schools operating in Missouri which are not licensed or regulated by any state board or agency. These schools enroll approximately 30,000 students, most of whom are G. I.'s attending under Public Law 346. Among these are 46 trade schools which enroll 14,000 G. I.'s, for whom the Government pays approximately \$500 per year per man in tuition. Many of these schools are of course bona-fide educational institutions and are doing a good job at a fair price. Others, however, might be considered predatory in nature. Many of the latter group have been established since the G. I. Bill was passed.

In its approval and supervision of these

schools the State Department of Education has only limited authority; namely, that granted under Public Law 346. Most states have laws licensing and regulating private schools but since Missouri has no such law it is the "jumping off place" for many fly-by-night institutions which have been expelled from other states.

The bill does not propose a new set of regulations for private schools already licensed and regulated. Such schools are specifically exempt. It may be expected that this bill will perhaps be opposed by private schools of questionable character which should constitute a chief support.

Many agencies interested in public welfare and the welfare of the G. I. are supporting the bill. Among them are: the Better Business Bureaus of larger cities, the Adult Education Council of Greater St. Louis, the Missouri Vocational Association, the Apprenticeship Service, and the leading labor organizations of the state.

M. Reed Bass, director, David Ranken Trade School, St. Louis, Jim Wallace, director veterans education, State Department of Education, and H. H. London, professor, industrial education, University of Missouri constitute a committee of the MVA which studied the bill and helped in rewriting the substitute copy.

STATE DEPARTMENT PAGE

U. S. BOARD OF EDUCATION

Members of the State Department of Education who attended the recent national convention of the American Vocational Association held in Los Angeles reported considerable interest in the proposed reorganization of the U. S. Office of Education. Two plans have been suggested. Under one proposal a new Secretary of Welfare would be added to the president's cabinet, and the office of education would be one of three divisions under this new official. The other plan presents the idea of a federal board of education with members appointed by the president for staggered terms so that no one president's appointments would control the board. This board would then appoint the U. S. Commissioner of Education. In this manner the Division of Education would not be under the control of some loosely related board or bureau. The State Department representatives reported considerable sentiment for the latter plan.

TEAM SUPERVISION

The State Department tried out a new plan of group supervision of schools when several members of the Department went to Normandy on invitation of Superintendent Ward Barnes January 12 and 13.

Normandy is one of three centers where a new plan is being tested by invitation of the superintendents. Similar meetings were held at Ava, December 2-3, and at Monett, December 4-5.

Under the new plan various staff-members are available for special assignments in the different departments of the school visited, and for conferences with individual teachers, during the first day of the session. That evening the group from the Department met with the members of the board of education to discuss the general school program of the district, and to offer suggestions and advice for the improvement of educational services.

The following day was spent in two group conferences of teachers, one with the elementary teachers meeting together and the other group composed of secondary teachers.

Normandy is considering changing their general home economics program to vocational, and they have similar plans for their guidance offerings.

TEACHER CERTIFICATION

The State Department is considering revising the regulations for the issuance of state teaching certificates. To that end conferences have been held with individual and group advisors. On December 2 a meeting was held with officers and an advisory committee of the county superintendents' state organization. January 7 representatives from the state colleges and universities conferred with Department officials, and January 9 members of the Missouri College Union had representatives meeting with the Department to consider certification problems.

TEACHING THE CONSTITUTION

For the past few months members of the State Department have been at work, with the aid of others, in preparing a supplement to the present courses of study for social science. An advisory committee of school people had suggested that a supplement be prepared to implement Senate Bill 4, which was enacted by the 64th General Assembly.

A tentative draft of this supplement is completed, and when placed in final form it will be ready for distribution for the 1948-49 term, when it becomes operative by law. (Printed copies of the Missouri constitution for teachers and pupils may be secured free upon request to the Secretary of State's office.)

The materials being outlined in the supplement are being arranged to integrate and harmonize with the present published courses of study in the social studies field on the elementary and secondary grade levels. The studies begin with the seventh year and continue through high school.

It is felt that this supplement will not only aid in complying with the requirements of the law, but will present the opportunity for added emphasis on teaching social studies.

What Do We Teach?

JEAN BRYSON, King City

IT WAS OUR AMERICAN writer, Ralph Waldo Emerson, who in his essay on "*The Over-soul*" said, "That which we are, we shall teach, not voluntarily, but involuntarily." There are surely few individuals who can see themselves in such a virtuous light that they would not be at least a little startled at the full import of this quotation.

In our preparation for the teaching profession, the business of accumulating an aggregation of basic facts and methods may be apt to occupy such a prominent place that the requisites implied in Emerson's statement may occupy a rather remote place in our minds.

It is difficult to deceive most adults. It is more difficult to deceive a child. In the child we find a simpleness and directness of discernment which may be in the adult overshadowed by a complexity of problems combined with an interest in self which tends to make his inherent intuitions less sensitive.

Referring to the idea that people learn from us involuntarily, I do not believe that Emerson was speaking of the matter which we teach from books. This becomes voluntary only in the sense of repetition and drill. Matters of character, faith, refinement, opinions, and the like will show up whether we will them to do so or otherwise.

These ideas place individuals of ordinary calibre in a precarious state, if they have a conscience that has not become impregnable.

We are all familiar with the thought that Nathaniel Hawthorne gave us, "There is some of the worst in the best of us and some of the best in the worst of us." Perhaps we may find a certain amount of condolence in this statement when we combine it with the idea that in the eyes of those who care for us, the good is prone to partly obscure the bad. It goes practically without saying that the teacher should first of all attain a warm place, so to speak, in the hearts of those he teaches.

I have not forgotten that we are not all teachers in the literal sense of the word. If we define the word, we find that a teach-

er is one from whose efforts we are guided in our study and learning. It would seem from this definition that everyone, whether he be aware of it or not, may in some respects be a teacher. Our parents, our friends, and our enemies are ones from whom we consciously or unconsciously learn. Whether those who learn from us are to gain something worthwhile, something that will be the means of making them a benefit to society and mankind, is left entirely within our keeping.

RED BIRD

ON the snow piled limb of a cedar tree,
A live flame settled and quivered and sang
A song of living ecstasy.
With rapture he told of the seasons past
And the glory of springs to be;
Of the white days and the quiet nights—
Of autumn's dreamy serenity.
Just a red bird singing his evening song,
As day was changing to night—
But it led me above the coming dark
To a shining mountain height.

—ANNA L. HUNSAKER

LAMENTATIONS!

ONE World!
From every corner came the cry.
One World!
Without it, we will die.
One World!
These stones point the way.
One World!
They lived another day.
One World!
The sons of man must arise.
One World!
Within their heart lies the prize.

It will never come, where
Leaders brag.
Where men prepare for
Future days.
It will come, only when men
Shall kneel,
At the feet of a
Carpenter's ideals.

—SAM PASSIGLIA

SPECIAL OFFER FOR TEACHERS

You should investigate the unusual, low-cost life insurance plan that is offered ONLY to the Missouri State Teachers Association. This is underwritten by one of the oldest insurance companies in America. Over a period of years, benefits totalling approximately one million dollars have been paid to the teachers' families.

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Travel Plans for 1948

Three trips for teachers have been outlined by the
Travel Committee of your Association

THE Travel Committee of the Missouri State Teachers Association met recently and formulated some travel plans for the teachers of Missouri. It wishes to present some of these plans and to urge that those interested make inquiries and suggestions to the committee.

The plans include for 1948 trips to Chicago, Mexico, and New Orleans.

On August 14th, a very delightful trip to Mexico will start from St. Louis and Kansas City. It will be a seventeen day pullman trip with ten nights included in lovely hotels of Mexico—of which five will be at the elegant Hotel Reforma of Mexico City. The trip will include Acapulco, Taxco, Cuernavaca, Toluca, Xochimilco, and many other features. This tour must be taken to be appreciated. It has all the beauty, fascination, history, legend, etc. that was found in going to Europe in pre-war days. This tour will cost about \$325.00, with all meals from arrival in Mexico until departure, all rail and pullman fares, all sight-seeing trips. It will be limited in number.

During the Christmas holidays an all-expense plan tour will be offered to New Orleans and environs. This will take seven or eight days. It will depart on about December 26th and the cost will be about \$115.00 from St. Louis.

Over the fourth of July a tour to Chicago lasting about five days will be offered. This is a highly educational trip to a city full of everything that catches the traveler's fancy. It will include a tour of the city, perhaps a day boat trip across Lake Michigan, a night club dinner in one of the world's most beautiful dining rooms, a luncheon at the much publicized Pump Room. It offers the finest in art, museums, stage, music, baseball. The only thing wrong with such a trip is that the time is too short. The cost from St. Louis will be about \$45.00.

For 1949 a trip to Alaska is being considered.

It will be impossible for the committee to carry on this travel program unless those interested in the plan write for information and also give the committee their suggestions, at the very earliest possible moment. Address: Travel Service, Missouri State Teachers Association, Columbia, Missouri.

G. H. Jamison, State Teachers College, Kirksville, is chairman of the committee. Others on the committee are: Miss Louise Phillips, 153 Selma, Webster Groves and Kenneth Kirchner, Stover.

LEWIS COUNTY TEACHERS' CHORUS

The Lewis County Teachers' Chorus is a by-product of the county music program, but it is as healthy and enthusiastic an organization as is the County School Chorus. The Teachers' Chorus began its rehearsals not as a chorus but as a group of rural teachers, meeting once a month in the county superintendent's office for the purpose of learning the songs that were to be taught to the children.

The first public performance of this group was at the County Board Meeting in March, 1947. The music program in the county was new, and teachers were anxious to let the school directors of the county see what they were doing with it. The teachers sang three songs from the music book used in the county program. In April these songs were used by the children in the county school chorus program which was held in L. L. Culver Gymnasium at Culver-Stockton College, Canton.

The second appearance of the Teachers' Chorus was at the Northeast District Teachers' meeting in Kirksville in October.

The director of the county music program, Miss Eleanor Daniells, one of the music instructors at Culver-Stockton College, feels that a teacher has a greater understanding of vocal music if she has had the opportunity of singing in an organized group and has felt the thrill of blending her emotions with those of her fellow workers. And as a result of this activity she will be a better teacher of music.

With only twenty voices in the chorus, each person is a very important cog in the wheel. Each teacher has assumed her responsibility cheerfully, and is thrilled with the results. Lewis county is small and has only seventeen schools in the rural music program, according to County Superintendent Merle T. Bradshaw.

Build Your High School Library

Books Recommended by State Department of Education

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Backward Children

S. GEORGE SANTAYANA, Associate Prof. of Education, St. Louis University

In terms of intelligence tests, mentally backward and retarded children have I. Q.'s between 55 and 85

"To live in an atmosphere of happiness is the right of every child. Especially is this true of retarded children, whose power to create their own happiness is so limited."

The Binet-Simon Scale of Intelligence and its many varied revisions were worked out for more accurate measurement of the typical child's mind. These tests attempt to describe in many simple ways the normal child of any age up to sixteen. Binet constructed a series of 54 tests: (1) involving complex tasks in time orientation, (2) in comprehension of language, (3) knowledge of common objects, (4) free association, (5) in number mastery, (6) in induction, (7) in the apprehension of contradictions, (8) in discrimination and comparison, (9) in memory span, (10) in meeting new and unforeseen situations, and (11) in the interpretation of pictures and proverbs.

These examinations are in the form of questions or tasks, and the results thus obtained determine the child's rating. The so-called normal child will answer the questions and perform the tasks, or certain proportions of them, in certain ways. The backward child will not perform the tasks or answer the questions suitable to his age, but only those appropriate to a younger age.

The difficulty in studying backwardness is to be found in the vagueness and incomprehensiveness of the "general intelligence" to be measured. What is intelligence? It is surely not a single faculty, for imbeciles often possess marvelous musical and mathematical abilities. Philosophers reason to perfection, yet are the most impracticable people; so impracticable that they may starve where another man will live well. Rather it is more a proper balance among many mental powers and functions.

Backwardness is altogether a relative matter and not an absolute condition. It is not a mental defect, nor a physical defect, nor a judgment of Providence, nor a qual-

ity of the individual inherited capacities. It is merely a relation. The backward child is behind somebody, or lower than he ought to be in some arbitrary scale, according to somebody's judgment.

Two Classes

A simple classification of backward children might be made, one that will both seize upon the essential difference between two great classes of the retarded ones, and will also at the same time serve the practical end of education. We want them to grow up and take their places in the world as self-supporting and self-respecting citizens. All backward children may be classified in groups as temporarily backward or permanently backward. The first will include all those children retarded on account of removable defects; the second will include all those whose defects are deeply seated within their very being beyond the present philosophy of man to understand. Upon the classification of each child depends all future treatment and training. Without such a distinction, teachers and parents may go on trying to teach their pupils things impossible to learn. Children have been brought apparently to the lowest stages of imbecility by the neglect of parents who deemed it impossible to teach them because they thought them permanently retarded. On the other hand, children have been driven into almost complete mental bankruptcy by attempting to force the poor benumbed mind to read, write, and calculate when such performance would be ever behind them. In both cases the children suffered; one of them from neglect, and the other from overtraining; and both from the same cause, namely, the lack of understanding of differences, absolute and lifelong, that exist among backward children.

In terms of intelligence test results, mentally backward and retarded children have I.Q.'s between 55 and 85. Children with

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I.Q.'s of 90 or above are considered normal or superior, while those below 55 are usually ineducable. Mentally backward children commonly have difficulty with the ordinary curriculum. Pupils of low mentality tend to be deficient in perception, memory, association, and logical reasoning. "Generally the point of distinction between the retarded and the merely backward is placed at about 70 to 75 I.Q., although usually educable to a limited degree, are recognized as needing special instruction in separate class groups. The dull or backward with I.Q.'s from 70 to 85 or 90, also need special attention but are less often placed in separate classes. The backward group is much the larger of the two. About 20 per cent of American school children have I.Q.'s of 70 through 89, while only about 2 per cent have I.Q.'s of 50 to 69."¹

Many times the temporarily retarded, because of physical defects, are confused with the feeble-minded since the physical appearances and mental attributes of these children very closely approximate those of the truly feeble-minded. The resemblances are only superficial, while the differences are profound. It is in this realm that so much waste of energy and so much confusion in theory is to be found. Teachers will insist that the middle-grade imbeciles, for example, can be taught to read and write because they have received children incorrectly diagnosed as middle-grade imbeciles into their classes and have succeeded in teaching them to read and write. Mentally the backward or slow learner is distinguished by the following characteristics:

"1. His rote memory is considerably better than his logical memory.

"2. His ability to abstract and to reason is limited so he learns more slowly than the average child.

"3. He experiences difficulty in forming associations. Hence, word meanings and vocabulary are acquired slowly.

"4. His attention span is short.

"5. He requires more direction in his work. Usually he is slow in detecting and correcting errors in his work."²

Then there is a type of child who is backward because he is not interested in his lessons. Few children in the world wholly lack interest. They are always interested in a few things and usually interested in many things. The fault lies in the large number and the lightening-like changes of

their interests, rather than in the fewness of them. Hence we frequently blame them because their attention, unlike that of grown people, is not subdued to a durable and lasting concentration on one or two subjects. Sometimes a child does show particular attention to one subject, but if it is not pertaining to lessons he becomes the object of solicitous attention. As a result of a child's narrow interest, he will attend to only a few activities and neglect others. Retardation in the larger affairs of life and in school is the inevitable result.

Mischievousness may also be related to backwardness. A boy may be backward because of his misconduct. This happens in school where discipline counts so much for achievement. Boys have been retarded very much in school because of their habits of pugnacity. This happens in many cases to boys who are transferred to a school where there is a gang of obstinate and stubborn youngsters, and a stranger is looked upon with mistrust, so that he must defend himself by fighting. Sometimes badness and immorality are due to environment.

"For their greatest well-being, exceptional children must live in an environment of gentleness and understanding, a place free from complications that confuse their thoughts. They must be guarded from problems and playmates that discourage and give them a sense of inferiority. If their lives may be spent in simple, pleasant surroundings, adjusted to their special needs, then living and learning lose much of their difficulty."³

One of the most common charges brought against backward children when backwardness is so mild that it does not demand serious investigation, is the charge of laziness. Modern child-study has done much to explode the theory of just pure laziness as a cause for a boy's so-called idleness.

Retardation may be due entirely to environment. Since retardation is so often discovered in school where the first exact methods of classification of children are applied, it frequently happens that the causes for the retardation are looked for in the school. Parents say the curriculum is too crowded or too difficult, the lessons

1. Merrill, M. A., *The Significance of the I. Q.'s on the Revised Stanford-Binet Scales*, "Journal of Educational Psychology" December 1938.

2. Ingram, C. P., *Education of the Slow Learning Child*, Ch. 18.

3. *The Training School Bulletin*, Vineland, New Jersey, P. 2.

too long, the teachers unfit, or the method of teaching outworn or experimental. The fact is that causes for retardation very often lie in the child's home, or in his neighborhood, or in the kinds of companions he keeps. Because of their exceeding triviality, the causes are frequently overlooked. So serious does pedagogical retardation appear to the average school head that he thinks a serious cause must surely lie at the bottom of so serious a condition. Consequently, he looks for deep seated defects in the pupil's physical or mental being, when, as a matter of fact, frequently the cause is so trivial that he overlooks it.

Another common cause of retardation is the influence of companions. There is a tendency to conform to the "gang spirit." Of course, the home influence usually holds it in check, but sometimes, however, the home fails and the boy suffers in his studies, not because he is naturally bad morally or mentally, but because of unfair conditions of the influence and dominance of gangs. Sometimes through intelligence and common sense of the teacher, gangs and their harmful influence can be broken up. The

good will of the members must be first attained.

The Stanford Revision of the Binet Scale or some similar examination should be used for measuring intelligence. These tests are simple, compact, easy to apply and measure mentality in terms of normal children's ages. They should not alone decide the backwardness of any child. "So the child who has a case of backwardness is by no means a hopeless problem. He calls for understanding, sympathy, social charity, scientific analysis, and remedial treatment."⁴

4. Benetey, J. E., Problem Children. P. 7.

MOORE—(Continued from Page 65)

lic schools he was principal of the University school and director of the bureau on teacher recommendations at Indiana University.

Professional training of Dr. Moore includes an A.B. Degree, Terre Haute, Indiana, A.M. Degree, Indiana University, and Dr. of Education Degree from the same institution, 1945.

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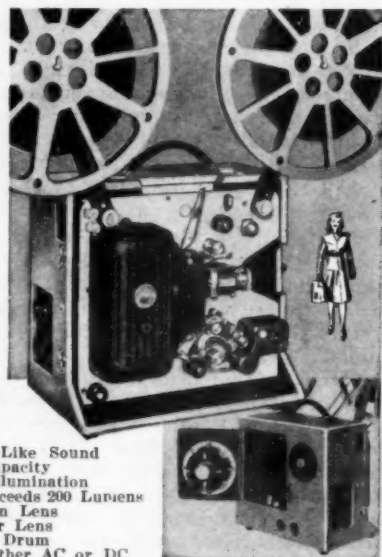
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General Officers and Executive Committee are listed on table of contents page.

ITEMS OF INTEREST

Sally Pollard and **Elsie Painter**, teachers in the Monroe City public schools, were recently initiated in the Iota Chapter of Delta Kappa Gamma at Hannibal.

Leola Bishop, a teacher in the Hardin junior high school at Mexico, resigned recently to accept a position in the Hancock school in St. Louis county at an increased salary.

Mrs. Glenn Squires has been named by the Mexico board of education to succeed Miss Bishop.

Bertha McCreery, due to ill health, has resigned her position as a teacher in the Hardin junior high school in Mexico.

Mrs. A. F. Playter, who has been a substitute teacher in the Mexico schools during the forefront of this year, has been elected to succeed Miss McCreery.

Louise Robinson, senior high school, University City, has been elected president of the St. Louis County Women's Physical Education Club.

W. W. Carpenter, professor of education, University of Missouri, has been re-elected secretary of the national organization, Phi Delta Kappa.

J. Wiley Atkins has been employed to teach social studies in the Tunas high school.

Byron Hansford, principal of the Pilot Grove high school, has resigned to accept the superintendent's position of the Gower schools.

Homer T. Phillips, Maryville State Teachers College, is secretary of the Knights of the Hickory Sticks of Northwest Missouri. Information previously received had indicated that Everett Brown, director of field service at the Maryville College, was secretary of the organization. This was an error.

Richard Wood, Kansas City, a graduate of the Northwest Missouri State Teachers College, has recently taken a commercial teaching position in the Kansas City schools.

Wm. R. Mace, principal junior College and senior high school at Trenton, has resigned.

E. G. Geyer has been named dean of the Trenton Junior College. He has been principal of the high school at Scranton, Iowa.

Mrs. Ann Hamilton has been appointed vocational home economics instructor in the Dixon high school.

Helen Manley, director of health, physical education and safety in the University City public schools, spoke to the Pennsylvania State Education Association meeting.

Glen E. Daugherty, superintendent of the Garden City public schools, moved his family into the school office after their home was destroyed by fire the week before Christmas.

Walter F. Sanders, who served as dean of Park College from 1920 to 1946, has returned to the college after a leave of absence of 18 months.

Mrs. Jessie McCully, a teacher in the Dixon public schools for 27 years, retired at the close of last school term. She was honored by the board of education and the faculty of the Dixon schools at a dinner held in her honor.

R. B. Johnston, superintendent of the Dixon schools, spoke of Mrs. McCully's services and the enviable position she holds in the life of the community.

At the high school commencement program last year Mrs. McCully was given a position of honor on the program and presented with a hundred dollar bill, a fifty dollar bill and two ten dollar bills by the citizens of the Dixon community.

Raymond C. Veasman was elected by the Dixon board of education to succeed Mrs. McCully as elementary school principal.

Ivan Nicholas, superintendent of schools at Ladue, is a member of a group of educators who are serving on the Advisory Committee for the 21st annual junior high school conference to be held at New York University, February 20-21.

Ordell Sholl, superintendent of the Breckenridge public schools, resigned January 1, to become a rural mail carrier.

Charles E. Church, superintendent of schools at Roscoe, reports that drinking fountains, a new basketball court, and a system of renting textbooks are innovations for the Roscoe schools this year.

Helen Harris, superintendent of the Preston consolidated schools, is teaching an extension class at Preston for the Warrensburg State College.

A department of art under the direction of Mrs. Deborah Claxton and a department of music under the direction of Miss Mamie Lou Robertson have been added to the program this year.

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Annette Wasson has resigned her position as vocational home economics teacher in the Nixa consolidated schools. She plans to go to Chicago.

Mrs. Mary Jane Pollard, a former teacher at Nixa, has been employed to succeed Miss Wasson.

Catherine Barr, Hanley junior high school, University City, is president-elect of the Missouri State Association of Health, Recreation, and Physical Education.

George R. Powell of Kansas City has been re-appointed representative of District 3 of Phi Delta Kappa.

G. H. Vancil, formerly superintendent of the Arbyrd public schools, is now teaching elementary accounting and salesmanship in the New Mexico Military Institute, Roswell, New Mexico.

C. C. Erwin, superintendent of the Granger consolidated schools, reports that considerable equipment has been added this year. This includes: wall mats in the gymnasium, additional reference books, study tables, swings, 100' new library books for the elementary grades, bulletin boards, and arm chairs to furnish one grade room.

James F. Gilbert has been appointed representative in Missouri for Row, Peterson and Company. Mr. Gilbert is a former teacher, having served as a high school teacher in Essex and Boonville and as high school principal and coach in Sheridan and as coordinator in the Warrensburg schools. For nearly four years he was with the Air Forces as an instructor in one of their technical schools during the recent war.

Mr. Gilbert is a graduate of the Central Missouri State College and has done graduate work at the University of Missouri. He will make his headquarters at Warrensburg.

J. Clifton Rook, auto mechanics teacher at Springfield high school, and his students did an excellent job of overhauling the 1942 Chevrolet Pickup Truck which belongs to the Missouri State Teachers Association and is used at the Bunker Hill Ranch Resort. The cost to the Association involved only the payment for the parts used. "Thanks," Mr. Rook!

Carl Perry has resigned as science teacher at Stanberry to accept a position in the St. Joseph public schools.

Willard Findley has been elected by the Stanberry board of education to succeed Mr. Perry as teacher of science in the high school. He is a veteran of World War II and recently

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completed his work at Maryville State Teachers College.

Eddie Miller, coach at Stanberry high school, will teach the driver education course during the second semester. He recently completed the one-week course offered at the Kirksville State Teachers College.

Frank Heagerty, superintendent of the Lebanon schools, reports a new idea in promoting publicity for the high school play. It was decided to produce the play, "Dear Ruth." A local theater manager was persuaded to bring the picture for a preview to the entire group of students to try for the parts. Later the picture was shown to the public and the cast was introduced on the stage of the theater. The result was a complete sell-out and a financial success for the venture.

Mrs. Maurine Haymes is the new eighth grade teacher in the Tunas elementary school.

Russell Lander, formerly county agent of St. Louis County, is now instructor in the veteran's on-the-farm-training program at Dixon.

Donald R. Snook of Mexico has accepted a position with the Washington high school as an instructor in the institutional on-the-farm training for war veterans.

L. H. Dieckroeger, assistant principal of Hadley Technical high school, St. Louis, was elected president of the National Business Teachers Association at the conclusion of the three-day convention recently held in St. Louis.

George L. Hawkins, formerly acting superintendent of instruction in St. Louis, reached the compulsory retirement age on January 16. His post as principal of the Buder and Kennard schools has been assigned to A. B. Gwynn, former principal of the Meramec and Mount Pleasant schools. Other changes provide for the transfer of Ralph W. Kottkamp from the Rock Spring school to fill Gwynn's vacancy and William E. Wolf, an assistant professor at Harris Teachers College, to become acting principal of the Rock Spring school.

BIG SPRINGS EDUCATIONAL CLUB MEETS

The Big Springs educational club will meet at Ellington February 6. Mr. Oscar G. Schupp, director of research, State Department of Education, will be the guest speaker for the dinner meeting which begins at 6:30 p. m.

ELLINGTON BUILDS HIGH SCHOOL ADDITION

A seventeen thousand dollar addition has been built to the present stone building of the Ellington high school to care for the increased enrollment. The brick addition is to care for high school students. A portion of the second floor of the addition has been converted to a home economics room.



ANNOUNCEMENT OF OUR NEIGHBORS, new geographies, by J. Russell Smith, like a pebble dropped into a pool, has started a series of ever-widening waves. This time, Dr. Smith has been assisted by two other famous geographers—Frank E. Sorenson and Norman Carls.

DO YOU KNOW—

... even Eskimo Land is plagued by mosquitoes in the summertime?

... that the same crops—peaches, apricots, prunes, and grapes—are grown on six continents?

... that the first navel orange tree grew in South America—as much an accident of nature as a pup with three legs?

... there is a region in the Arctic Ocean where grass and flowers but no trees grow?

... that if you were to superimpose a map of Chile on the U. S., Chile would stretch from Hudson Bay to the Gulf of Mexico?

... that the population per square mile of the U. S. is 44? That the population per square mile of a metropolitan district in the U. S. is at least 150?

... that all the interesting information in this column comes from **OUR NEIGHBORS GEOGRAPHIES, Grades 3-4-5?**

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GRADE SCHOOL FOR STEELE

The Steele board of education has let the contract for the erection of a new grade school building at a cost of \$115,000.

SCHOOL LUNCH PROGRAM FOR FRANCIS HOWELL SCHOOL

The Francis Howell high school started a school lunch program last month. The board of Education set up a fund of \$1200 to equip the cafeteria kitchen.

WORKSHOP PLANNED FOR STONE COUNTY

The rural teachers of Stone county have voted to hold a workshop next year according to County Superintendent Gene Hair.

The workshop will be a four-day affair and will be held at the Galena high school.

TUNAS VOTES BONDS

The Tunas consolidated school district recently voted bonds in the amount of \$22,000 for a new grade building.

The vote cast, according to Superintendent Dwight R. Condren, was 96 for and 24 against the proposition.

ALPHA UPSILON FIELD CHAPTER ELECTS OFFICERS

The newly organized field chapter, Alpha Upsilon, of Phi Delta Kappa has elected the following officers: president, T. S. Hill, superintendent Dexter; vice-president, R. E. Nichols, superintendent Campbell; secretary, E. A. Collins, State College, Cape Girardeau; and treasurer, Irvin A. Keller, State College, Cape Girardeau.

HERCULANEUM SCHOOL DESTROYED BY FIRE

The Herculanum high school was destroyed by a fire apparently originating by a defective fuse on December 25. Damage was estimated at \$300,000 by superintendent Roy Taylor.

The school records were salvaged by Superintendent Taylor, who arrived at the fire a few minutes after it was discovered at 9:00 in the morning.

RURAL TEACHERS AVERAGE \$150 IN MILLER COUNTY

The rural teachers in Miller county receive an average of \$150 per month according to Superintendent C. D. Snodgrass. Teachers have an average of 52 college hours.

Only three schools in the county have a levy of less than 65 cents.

SICK LEAVE PLAN ADOPTED BY COOTER

The board of education of the Cooter public schools has adopted the sick leave plan recommended by the Missouri State Teachers Association according to Superintendent C. D. Wright. It allows five days per year for teachers and other school employees.

SCHOOL AND COMMUNITY

CHARITON COUNTY TEACHERS MEET

The annual Christmas banquet for the teachers of Chariton county was held in Keytesville following a fine arts meeting on December 12. Forty-two people attended the banquet.

Mrs. Zoe A. Wiley, county superintendent, introduced Dr. John Rufi, professor of education, University of Missouri, who spoke to the group.

NEW FACULTY MEMBERS AT HANNIBAL

Faculty members new to the Hannibal public schools this year are: John Ferguson, James Mahoney, Louise DeGaris, Sara Bealsmear, Elizabeth Wilson, Melvin Thompson, A. M. Howard, Alice Turley, Audie G. Barnett, and Mrs. Maud G. Hughes.

In a previous issue we had by mistake credited these faculty members to the Clayton schools.

BRITISH SUMMER SCHOOL OPEN TO U. S. STUDENTS

About six hundred places have been reserved for American students at summer schools to be held by seven British universities and university colleges during July and August, 1948.

The cost for the courses, including tuition and maintenance for the six weeks, will be from \$240 to \$264. Port to port transportation for American students will be from \$328 to \$448 for the round trip.

HOLT COUNTY TEACHERS MEET

The Holt County Community Teachers Association met at Mound City, January 16, with president E. B. Daniels presiding.

The devotional was given by Noel T. Adams, superintendent of Fortescue schools. The music department of the Mound City high school under the direction of Miss Eleanor Crawford was responsible for the presentation of special numbers.

Dr. John Rufi, professor of education, University of Missouri, addressed the group.

In the afternoon divisional meetings were held for administrators, high school and elementary teachers.

ROCK CREEK SCHOOL HAS 10-DAY SICK LEAVE PLAN

The Rock Creek school district maintains a 10-day a year fully paid sick leave plan for its teachers according to Superintendent Tom D. Korte. This plan has been in effect for the past nine years.

The Rock Creek school is rapidly expanding. The fourth addition to the school in the last ten years was completed in September of last year. The building now contains 22 classrooms and includes a kindergarten, a branch of the Jackson county library, a gymnasium, cafeteria, office, and other special rooms. More than 700 students were served a Christmas turkey dinner in the school cafeteria.

The Rock Creek PTA recently purchased their second 16mm. sound projector for the school.



NEW HORIZONS IN TEACHING

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"Science News Letter" and "Chemistry": news reports that might stimulate lively classroom interest.

Science Talent Search: high school seniors awarded scholarships, trips.

S. S. trustees are nominated by scientific institutions, E. W. Scripps Estate and the Journalistic Profession. If further interested, write Watson Davis, Director, Science Service, 1719 N St., N. W., Washington 6, D. C.

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ROGERSVILLE PLANS EXPANSION

The Rogersville board of education recently purchased a two-acre tract of land to add to the present 5-acre site. Funds for the purchase were secured from a part of the permanent principal of the county and township school funds distributed last July.

Plans call for the extension of the school's 400 yard track. The new acreage will permit the school to have room for a football field and soft ball diamond.

NEW FACULTY MEMBERS AT PECULIAR

Faculty members new to their positions at Peculiar this year, including Glen L. Hanks, superintendent, are: E. E. Riehn, English; Edith Whitby, science; Eleanor Reynolds, grades 1 and 2; and Mrs. Margery Pierce, grades 3 and 4.

The school has begun the operation of a lunch program for the first time. New equipment has been added this year in the form of new seats in the high school classrooms, new typewriters, and a new fireproof safe.

STONE COUNTY ADMINISTRATORS DISCUSS PROBLEMS

The Stone county administrators club met at Crane, Missouri, January 19. Problems pertaining to school costs, tuition charges, salaries, and school legislation were discussed by those in attendance according to D. A. Ferguson, superintendent at Crane.

COMPULSORY ATTENDANCE BILL SUBJECT OF RADIO SKIT

The compulsory attendance bill, H. B. No. 129, was used as the subject of a radio skit in a recent broadcast over the local radio station at West Plains.

Mrs. K. L. Sutter of West Plains, an active member of the West Plains Parent-Teacher Association, prepared the radio skit in order to encourage people in her community to contact their Representative and Senator to support this measure.

This bill, which is virtually identical with the bill sponsored by your Association last session, has now reached the stage of final passage in the House. Encourage its support in your district.

FTA CHAPTER ORGANIZED AT SPRINGFIELD COLLEGE

A new Future Teachers of America Chapter has been organized at the Southwest State College, Springfield. The chapter is sponsored by Miss Alice Harrison, with assistant sponsors, Ray Scarborough and Mrs. Hazel Ponder. There are 39 members in the chapter.

It is gratifying to watch the development and growth of new FTA chapters in the teacher training institutions in this state. Missouri is a leader in this work. We hope every institution that prepares students for the teaching profession will in a short time have one of these important professional chapters on its campus.

NEW STAFF MEMBERS AT NORBORNE

Members of the Norborne faculty new to their positions this year, according to Superintendent Cloyd E. Ragner, are: O. F. Pederson, social science and football coach; Louise Miller, English and speech; Betty Tweedie, vocational home economics; Jane White, fifth and sixth grades; and Mrs. Bonnye C. Ragner, kindergarten.

NEW STAFF MEMBERS AT FAIR GROVE

Staff members new to their positions in the Fair Grove schools this year are: Margaret Wright, principal; Fred Pope, vocational agriculture; Baker Edmonds, coach; Juanita Harp, vocational home economics; Mildred Newberry, English; Mrs. Sarah Moore, music; and Dorothy Edmondson, third grade.

WILLARD GOSLIN HEADS ADMINISTRATORS GROUP

Willard Goslin, superintendent of the Minneapolis, Minnesota, public schools and formerly superintendent at Webster Groves, Missouri, has been elected president of the American Association of School Administrators.

Superintendent Goslin will succeed Dr. Herold C. Hunt, formerly head of the Kansas City public schools and now general superintendent of the Chicago school system, at the close of the national convention of the association to be held in Atlantic City, February 21-26.

MARSHFIELD OFFERS DRIVER EDUCATION

The Marshfield public schools have started a course in driver education for the second semester according to Harry M. Talbot, superintendent of schools.

State Supervisor Dies

J. Ogden Scheer, 40, of Troy, Northeast Missouri district supervisor for the State

Department of Education for the last three years, died January 11, in a St. Charles hospital following an appendicitis operation.

He was superintendent of the Wright City schools before joining the State Department. Previous experience included positions as elemen-

tary teacher, elementary principal, and high school teacher.

After graduating from the Kirksville Teachers College he earned the Master's Degree at Missouri University.



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First term registration, Monday and Tuesday, June 14 and 15. Second term registration, Monday, July 26. Write now for complete bulletin. Dean of Summer Session, 859 Administration Building.

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FEBRUARY, 1948

McDONALD COUNTY TEACHERS ATTEND CONSERVATION MEETING

McDonald county teachers met with conservation leaders at Noel on December 12, to hear I. T. Bode, head of the State Conservation Commission, give facts and figures on the conservation program.

The meeting was sponsored by the County Chamber of Commerce and was arranged by County Superintendent Alton Carnell.

Eugene Perriott, master conservationist, spoke on "Conservation Education and Nature Appreciation." "Balanced Farming" was the subject

of an address by Cyril Rickett, McDonald county extension agent.

This was the second in a series of in-service meetings planned by Superintendent Carnell for McDonald county teachers.

SURVEY MADE OF AIR AGE EDUCATION

A survey of air age education in 700 of Missouri's high schools has been made by Harold D. Weatherly, aviation engineer for the Missouri Division of Resources and Development.

Aeronautics classes were offered in 14 schools of the 91 returning the questionnaire. Aviation was being correlated in the subject matter somewhere in 43 other schools. Most schools indicated the correlation was made in science or social studies.

Of the teachers in the 91 schools reporting 221 had flown in an airplane and 817 had never had this experience. Thirteen of those who had flown had pilot's certificates.

Out of 32,477 students in these 91 schools 817 had flown in an airplane. Aviation careers were planned by 704 of these students.

CONTRIBUTES TO BOOK

A well-known Missouri writer of books for young people, Ada Claire Darby of St. Joseph is the author of a story, "She Earned Her Diploma" which represents the State of Missouri in *Children of the U. S. A.*, a collection of realistic stories about children in every state and territory of our country, published by Silver Burdett Company.

The scene of Miss Darby's story is a 300-acre farm near Weston, owned by the descendants of a Kentucky family who came to Missouri in 1837. The action centers in a child's ambition to graduate from rural school. The story appears in "Stories From the West," covering the states between the Mississippi River and the Pacific Ocean.

INTELLIGENCE BY CAPSULE

Howard W. Blakeslee, Associated Press science editor, reports that glutamic acid, one of the newer drugs used for convulsive disorders, has been found to cause the patients to improve mentally.

The work of Doctors Frederick T. Zimmerman, Tracy J. Putnam, and Bessie B. Burge-master of the College of Physicians and Surgeons, Columbia University, in treating thirty boys and girls, age five to sixteen, reported to the American Psychiatric Association, is the basis for the Blakeslee story.

All except one of the group improved in intelligence within six months, Mr. Blakeslee reports. Improvement was slower after that and ceased at the end of a year. It dropped within a month after the drug was stopped, but could be kept up by continuing the treatment.

Twenty-one of the children were mentally retarded; the others were of normal range of intelligence.

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NEA MEMBERSHIP UP 3,000 IN MISSOURI

Membership in the National Education Association in Missouri continues to increase. A report from the national headquarters office on November 30, 1947, shows that our state had nearly 3,000 more members on the corresponding date than the year before. NEA enrollment is already 1,400 more than it was on May 31, 1947, the close of the membership year.

Schools, numbering 283, have to date reported 100% enrollment in the NEA from Missouri. Of these 82 have achieved the honor roll for the first time.

T. D. Martin, director of membership for the National Education Association, says "We are mighty proud of the progress which Missouri is making this year."

School systems in Missouri which have reported 100% enrollment since the last issue of the magazine are as follows: Jennings, Sedalia, Seneca, North Kansas City, Fair Play, Iron Mountain and Marshall.

THEY'RE DOING BETTER

That familiar plaint of the modern critic of the schools "They can't even spell!" now has an answer.

It is "Could they ever?" An Associated Press item in the *Minneapolis Tribune* reveals that an 1846 Springfield, Massachusetts, test was recently given to Wellesley junior high school students. Here are the scores: Wellesley (1947) arithmetic 68 per cent; spelling, 57 per cent. Springfield (1846) arithmetic, 29.4 per cent; spelling 40.6 per cent.

PRAIRIE HOME ADDS TO BUILDING

The Prairie Home schools have recently completed the addition of a home economics department and two new grade rooms. The home economics department which is well equipped is under the direction of Mrs. Grant Terrell. The facilities of the department are extended to the adults of the community in the form of evening classes in home-making.

Superintendent J. G. Poindexter is completing his twenty-third year in the Prairie Home system. His wife, principal of the high school, is teaching her twenty-first term there. Both are graduates of the Prairie Home high school and both received their B.S. Degrees from Central Missouri State College. Mr. Poindexter completed the work for his Master's Degree at Missouri University.

Superintendent Poindexter began his teaching career in the rural schools of the Prairie Home consolidation. He then taught in the grade school where he became principal. Later he was made principal of the high school and with the exception of one year spent at Ashland high school his connection with Prairie Home has been continuous. He has never missed a day of school due to illness.

Other faculty members are: Mrs. George Home Wear, commerce; Marian Richardson,

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It contains excerpts from laws on the subject, an attendance record, an itemized monthly summary of expenses, six pages of plats for bus routes, separate reports for number and days transported, bus schedules, six bus spaces for 234 pupils. Printed on 24 lb. paper, 8½ by 11 inches, has 48 pages well bound and sells for \$1.65. If using an inadequate book, just discard it for this complete record.

Driver's Daily Absentee Reports, 100 to the pad, 50 cents per pad.

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social studies; Mrs. Geraldine Knorp, principal grade school; Laverne Burrus, 5th and 6th grades; Helen Kirschman, 4th and 5th grades; Mrs. Leta Logan, primary grades; Mr. Wysick, music; and Mr. Worstel, veterans vocational classes.

WEST RICHMOND HOLDS AIR AGE EDUCATION DAY

The St. Louis area's first "Air Age Education Day" was held recently at the West Richmond school, Maplewood-Richmond Heights, under the sponsorship of the Missouri Division of Resources and Development conducted by Harold D. Weatherly, aviation engineer for the state office, at the invitation of Floyd S. Heffley, principal. Students and teachers were given a day-long demonstration of the role of aviation in modern life and in school studies.

Similar air age programs have been conducted in Springfield, Joplin, Kansas City, Carterville, Jefferson City, Maryville, Warrensburg, Kirksville, Cape Girardeau, and other smaller schools. It is estimated that ten thousand teachers and students have had at least one air age education lecture during this last year. One thousand have made airport visitations. Five hundred and seventy demonstration airplane rides were taken. Over 80 per cent rode in airplanes for their first time.

As part of the 1948 air age program the aviation engineer is planning to appear in school assembly programs and vocational conferences when schools so request.

ANNOUNCE HEADLINERS FOR LECTURE SERIES IN KANSAS CITY

The Teachers' Cooperative Council has announced its headline speakers for its educational lecture series. Dr. Ethel J. Alpenfels, noted staff anthropologist of the Bureau for Intercultural Education and member of New York University's faculty, will speak February 12, on "Building Unity Through Understanding."

Harold Benjamin, dean of education, University of Maryland, will clarify "UNESCO" at the March 10, lecture. Dr. Benjamin will be remembered by many for his satirical "Sabertooth Curriculum" written under pseudonym, Abner Peddiwell.

Speakers already heard in this educational series are: John W. Vandercook and Herbert H. Humphrey, mayor of Minneapolis.

The Cooperative Council, according to President Ila M. Kite, raised \$1.085 for the friendship train. Miss Kite says Ruth Marshall, who taught in England last year, and Hortense Schaller, who taught in Germany last year, contributed to the interest in this project by describing in detail the need of European countries for relief aid.

WHAT IS THE UNITED STATES EDUCATORS ASSOCIATION?

A letter was recently widely circulated throughout the United States from the United States Educators Association, 209 East Broad

Street, Nanticoke, Pennsylvania.

The communication solicits 50 cents from each teacher, 10 cents of which was to be sent to the secretary-treasurer of the organization to promote a federal aid campaign to pay public school teachers a \$500 increase in salary.

A letter from Mr. H. E. Gayman, executive secretary of the Pennsylvania State Education Association, states that his organization is not sponsoring the movement and has had no part directly or indirectly in the movement.

The Pennsylvania State Education Association has attempted to secure information on the names of the officers of the United States Education Association but have been unable to do so. Mr. Gayman states that officers of the new organization are not members of the Pennsylvania State Education Association.

UNFAIR TO TEACHERS

Newspapers and magazines over the nation have been decidedly unfair to the teachers of Colorado regarding the publicizing of a release of the results of a history test.

The facts in the case, according to the director of publications of the Colorado Education Association, are: The history test was given to four teachers in attendance at the Eastern division meeting of the annual Colorado Education Association convention in Denver by a newspaper reporter as a news story stunt in connection with the newspaper's coverage of the convention meetings. One of the four teachers made a score of 20. Since the four teachers averaged a score of 67, that would mean that the other three averaged above 83, so actually the knowledge of history on the part of 9,000 Colorado teachers and the teachers



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of the nation is being judged by the press on the basis of one low score. The stories as carried in the Denver newspapers did not state the number of teachers. It is a mystery where the later releases picked up the figure of 100 teachers. Many papers and magazines over the nation printed scorching articles pointing out the poor training of teachers of history. All of these were based on the facts unearthed by one reporter giving the test in some manner or another to only four teachers.

CONTRIBUTIONS TO OVERSEAS TEACHER-RELIEF FUND

Contributions to the overseas teacher-relief fund continue to reach the headquarters of the Missouri State Teachers Association.

Individuals and groups who have sent in contributions since the last issue of the magazine are as follows:

Lawrence Co. Com. Teachers Assn.....	\$139.00
University City Com. Teachers Assn.....	295.25
Normandy Com. Teachers Assn.....	98.00
Lindenwood School Faculty.....	21.00
Saline County Com. Teachers Assn.....	25.00
Cape Girardeau Com. Teachers Assn.....	41.75
Gen. Mo. State Coll. Com. Teach. Assn.....	60.00
Bragg City Teachers.....	15.00
Ladue Com. Teachers Assn.....	27.00
St. Johns Elementary School.....	15.00
Moberly Com. Teachers Assn.....	56.00
Maryville State Teachers Coll. Faculty.....	23.00
Evelyn G. Russell.....	1.00
Virgie Smith.....	5.00
Lee's Summit Parent Teachers Assn.....	14.60
Ferguson Community Teachers Assn.....	42.35
Schuyler County Teachers.....	15.00
Webster Groves Classroom Teach. Assn.....	177.25
Campbell High School Activity Fund.....	20.00
G. H. Ridings.....	1.00
Dexter Lambert.....	2.00
Italia McElurath.....	5.00
Ursuline Sisters.....	2.00
Annie Sherrod.....	1.00
Edie Bissey.....	1.00
W. R. Henry.....	1.00
Ruth Henry.....	1.00
Blanch Noland.....	1.00
Eldon Classroom Teachers.....	20.15

TEACHING AIDS

SAFETY PUBLICATION

The National Education Association has developed a new publication on "The Physical Education Instructor and Safety." Copies may be received by writing the NEA, 1201 Sixteenth St., N. W., Washington 6, D. C. Fifty cents per copy.

CHILDREN AND MUSIC

The first 1948 membership service bulletin of the Association for Childhood Education entitled "Children and Music" contains 32 pages and cover. It may be purchased from the Association, 1201 Sixteenth St., N. W., Washington 6, D. C., for 50 cents.

BROKEN HOMES

A thirty-two page bulletin which deals with the problem of desertion and involuntary separations as well as divorce is pamphlet No. 135 in the series of popular, factual, 20-cent pamphlets by the Public Affairs Committee, Inc., 22 East 38th Street, New York 16, New York.

AMERICA, THE BEAUTIFUL

Winners in the grade school crayon art contest, America the Beautiful, have had their drawings published by the Milton Bradley Company of Springfield, Massachusetts in a 32 page pamphlet.

Art teachers may secure this publication by writing the Milton Bradley Company.

TEACHING CURRENT AFFAIRS

A pamphlet entitled "Discussion and Current Affairs" outlines a practical program for teaching current happenings in secondary schools. Copies of the 32-page booklet are available by writing: Junior Town Meeting League, 400 South Front Street, Columbus 15, Ohio.

READING READINESS

A 32-page bulletin entitled "Visual Readiness for Reading" is available through the Reading Clinic, Department of Psychology, Temple University, Philadelphia 22, Pennsylvania.

The bulletin is a reprint of a chapter from the book "Foundations of Reading Instruction" by Emmett A. Betts and published by the American Book Company.

DRAMATIC PLAYS LOAN SERVICE

A loan library of dramatic plays is now available for the use of schools through the Adult Education and Extension Service of the University of Missouri.

The library consists of 296 full-length plays and 372 short plays. A bulletin with a list of these plays, a bibliography of useful publications for dramatic coaches, and a list of the leading play publishers will be furnished upon request.

The purpose of this service is to assist dramatic coaches in the selection of plays they wish to produce. Five plays will be lent at one

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time for a period of one week. Correspondence should be directed to: Dramatic Play Service, 23 Jesse Hall, University of Missouri, Columbia, Missouri.

WILL "SHOW ME ART" SURVIVE?

The art department of the Missouri State Teachers Association publishes the only magazine published in America that is a fine arts magazine covering the field of music and art with additional articles on speech correction according to Lynn E. Hummel, state supervisor of fine arts education.

This carefully produced publication should be in every school in this state. It costs money to produce a magazine and it seems that "Show Me Art" is in a bit of financial difficulty.

Teachers who are working in the fields of art, music or speech should not stand idly by and see this magazine discontinued because of the lack of support.

Send your dollar for a year's subscription for "Show Me Art" magazine to Mary Howard Hix, Treasurer, 542 North Blvd., Cape Girardeau, Missouri. We hope many will feel that the subscription price is not enough to contribute to this worthy venture and will offer additional financial backing.

NECROLOGY

OTTO B. DOEHLER

Otto B. Doehler, principal of the Nelson White grade schools in Kansas City, died December 16. His death was due to carbon monoxide poisoning according to Dr. James C. Walker, Jackson County Coroner.


J. R. MCPIKE

J. R. McPike, superintendent, Gower, since 1944, died November 15, 1947. At the time of his death he was president of the Clinton County Community Teachers Association and secretary of the Clinton county schoolboard organization. He was a graduate of the Kansas City University holding a Master's Degree.

WM. F. HUPE

Wm. F. Hupe, for many years dean of the county superintendents, died January 2.

To those who look upon teaching as a thankless task, who count the time spent in training children as wasted life, who tolerate the keeping of school only as a temporary necessity and who long for release from the schoolroom into fields more pleasant and remunerative, Wm. F. Hupe's career furnishes a picture worthy of study and emulation. He was recognized by



10 rules for SCHOOL BUS safety!

IT'S SMART NOT TO GET HURT

Getting hurt will keep you from having fun. Maybe for days or weeks or months. Who wants to stay in bed or wear a plaster cast or a crutch? SO BE SMART AND PLAY SAFE.

1 APPROACH THE STOP THE SMART WAY

Walk on the left, so you can see the bus coming. Cross the street only after the driver signals you to get on.

3 GO TO YOUR SEAT PROMPTLY

Go to your seat promptly. Don't wander around the bus.

2 BE ON TIME FOR THE BUS

If you are late, you may have to wait. And you may have to wait in the rain. And you may have to wait in the snow. And you may have to wait in the sun. And you may have to wait in the wind. And you may have to wait in the rain. And you may have to wait in the snow. And you may have to wait in the sun. And you may have to wait in the wind.

4 ONLY DRIVERS SUGGESTIONS

Follow the driver's suggestions. He has your best interests in mind. And he is the only one who can keep you safe. Follow him.

5 HELP KEEP YOUR BUS CLEAN

A clean and orderly bus is more beautiful and safer and better looking than a messy one.

6 DON'T "ROUGH HOUSE"

Shoving and teasing and foul talking can cause the driver's attention to leave the road.

7 KEEP HEAD, ARMS AND HANDS INSIDE

At all times be sure your head, arms and hands are inside the bus.

8 BE COURTEOUS AND CONSIDERATE

To fellow pupils, to the driver and to your parent. Remember, politeness adds safety.

9 BE KIND TO THE BUS

Don't squander your money. Don't talk, read or do anything else while the bus is moving.

10 DON'T BEAT THE BUS

And after you get out of the bus, don't forget to look back. Remember, safety is your best friend. And it's always with you.

This safety poster is available for bulletin boards in attractive 2-color job 24" x 18". Writer: Department of Safety Research, Superior Coach Corporation, Lima, Ohio.

people of his county and educators over the state as a true professional leader. In 1941 under the sponsorship of the Montgomery County Teachers Association friends, teachers, pupils, and former pupils gathered in the community hall at Montgomery City to honor him. He was again honored by the State Association of County Superintendents in May of 1944. The association presented Mr. Hupe with a gift in token of their affection and respect for him. He was elected to the office of county superintendent ten consecutive times by the people of his county. This is indicative of the respect which he was held by his fellowmen.

IMPORTANT EVENTS

FEBRUARY

- 8 Negro History Week, February 8-14, 1948.
- 15 Association for Supervision and Curriculum Development, Cincinnati, Ohio, February 15-18, 1948.
- 21 National Association of Secondary School Principals Annual Convention, Atlantic City, New Jersey, February 21-25, 1948.

MARCH

- 13 Department of Classroom Teachers of MSTA Annual Conference, Columbia, March 13, 1948.
- 21 Missouri Association of School Administrators Thirty-fourth Annual Meeting, Columbia, March 21-23, 1948.
- 25 Midwest Rural Life Conference of NEA, Okmulgee, Oklahoma, March 25-27, 1948.

APRIL

- 19 Study Conference for Teachers, Association for Childhood Education, St. Louis, April 19-23, 1948.
- 19 Annual Convention of American Association of Health, Physical Education and Recreation, Kansas City, April 19-23, 1948.

JULY

- 5 National Education Association Annual Meeting, Cleveland, Ohio, July 5-9, 1948.

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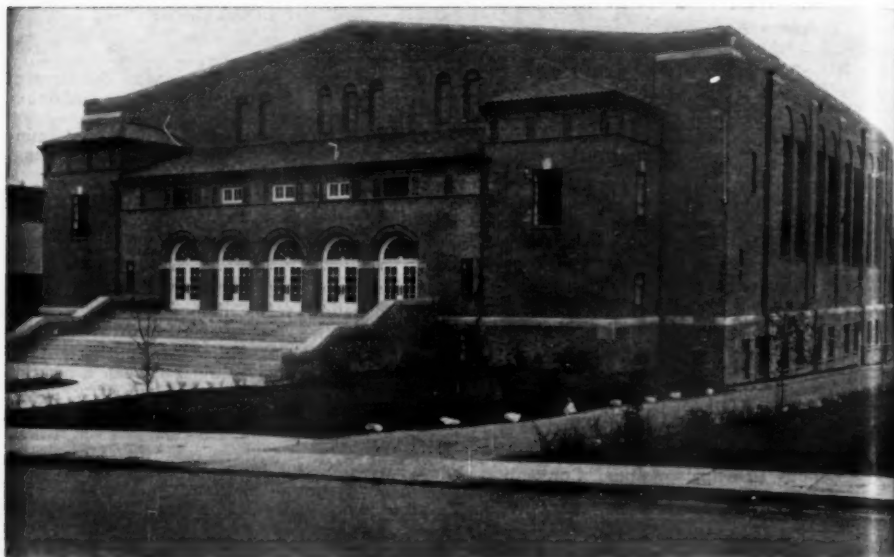
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Webster Groves dedicated its new Georgian styled gymnasium-cafeteria to the late Charles A. Roberts who coached the high school youth of the district for nearly forty years. The gym is large enough to seat 2,000 spectators for a basketball game or 2,700 persons when converted into an auditorium. The cafeteria, located on the ground floor, will accommodate 2,000 students in one hour.

YOURS... for the asking

A list of free and inexpensive helps available from School and Community's Advertisers.

31b. "He Has His Eye On You" and "Show Them That You Know"—two new leaflets providing pointers on grooming for the job as suggested by placement experts and personnel managers. Available to vocational counsellors and teachers of business subjects and used with the Grooming for the Job charts, they represent an effective unit on appearing at your best for the job. (Educational Service Department, Bristol-Myers Company)

32b. 1947-1948 Catalog of Teaching Aids lists material that would be helpful for Science, Home Economics, Vocational Agriculture, Industrial Arts and General Assembly. (Westinghouse)

33b. Catalog of crepe paper, candles, hats,

confetti, balloons, etc. for banquets, proms and other meetings. (Stump Printing Company)

34b. "Ten Rules for School Bus Safety"—a poster 18"x24"—is a new idea with animated cartoons by Don Herold to illustrate safety rules for bus riding pupils. One poster to school. (Superior Coach Corporation)

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COVER PICTURE

This month's cover picture is an unfinished portrait of Samuel Clemens by Francis Millet, an artist no less famous in his field than was Mark Twain in literature. This portrait is said to be the only picture of Samuel Clemens in the year of his greatest literary popularity. The painting was left in its incomplete state at the suggestion of Mrs. Clemens, who saw in it a quality which she feared might be lost.

The artist consented to leave the picture as Mrs. Clemens wanted it, intending to paint another portrait later. This was in 1876, the year "Tom Sawyer" was published in London by Chatto & Windus. The second portrait was never painted.

Below, left, is a photograph of the bound volume of the original manuscript of "Tom Sawyer," consisting of 654 pages written by Mr. Clemens in longhand and arranged four pages of manuscript to a page. It was arranged by Monrow Daniel Conway, Mark Twain's literary agent, and published in London in 1876.

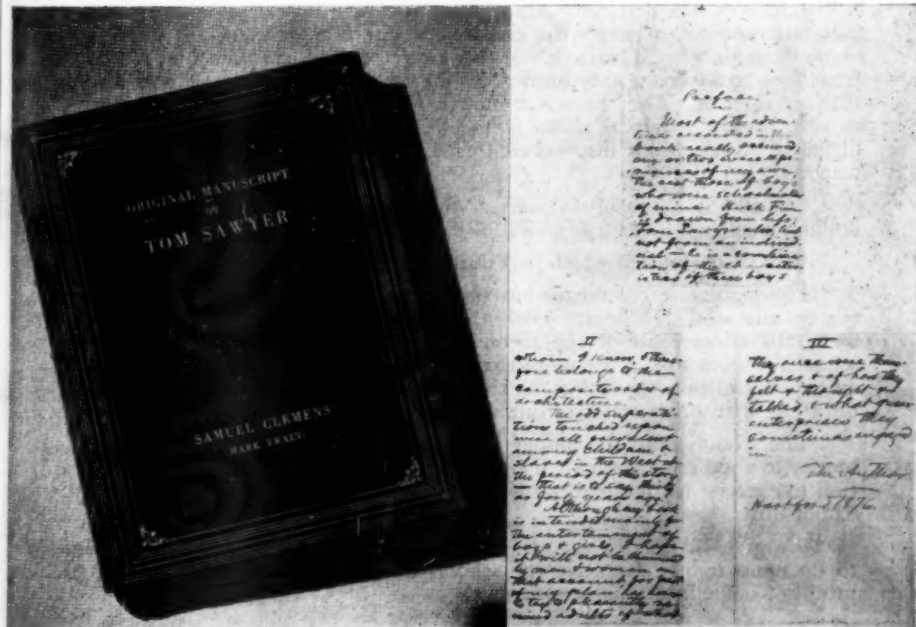
Following the 654 pages of manuscript are (1) the galley proof of 29 chapters of the book; (2) the original agreement between the pub-

lishers and the author for payment of royalty; (3) a statement in longhand accounting for royalty of more than 7000 pounds; (4) correspondence between Mr. Clemens and his literary agent Conway concerning the new book, and (5) a piece of the wrapping paper in which the manuscript was taken to London, addressed in ink to the publisher.

The manuscript was brought from England some years ago and sold to a private collector, from whose estate it was purchased at auction about eighteen months ago, and the present owner, Mr. Frank Glenn, of Kansas City, who also owns the picture, offers to deliver both the picture and manuscript at actual cost, to be placed in the State Capitol in the niche on the west end of the north corridor, third floor, set aside by an act of the 1945 General Assembly, for that purpose.

These photographs were made available through the courtesy of former Senator A. L. McCawley of Jefferson City in whose temporary custody are the portrait and manuscript.

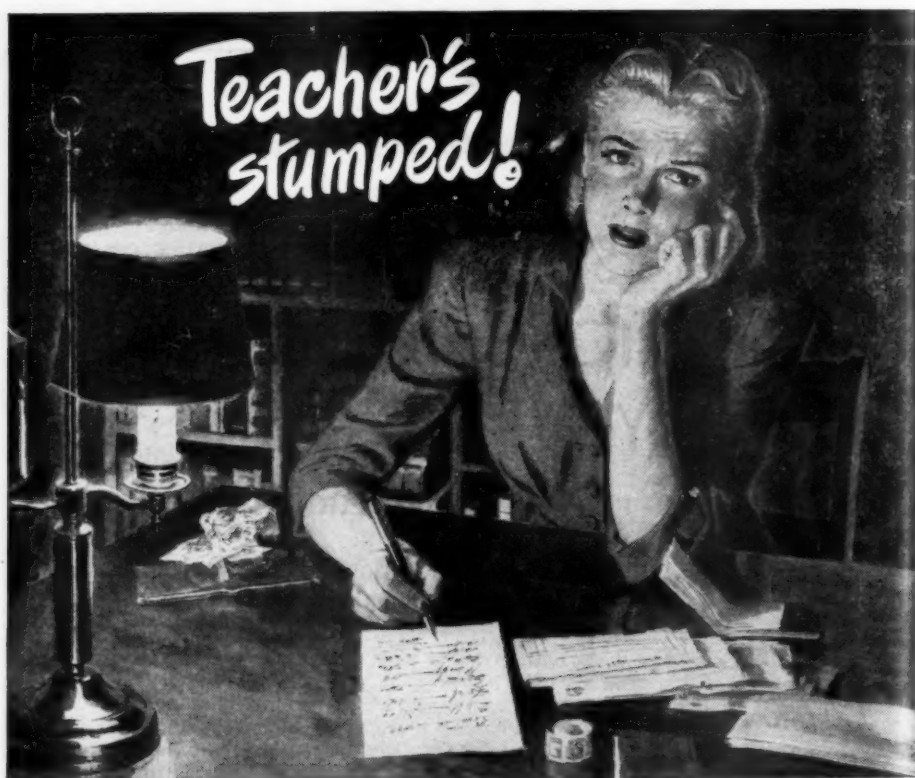
Below, right, shows the preface of "Tom Sawyer" as written by Twain.



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TEACHER'S GOT A PROBLEM in simple arithmetic which is far from simple. It's the enormously difficult one of making ends meet.

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